DOCUMENT RESUME

ED 253 629 UD 024 077

TITLE	Report No. 4 to the United States District Court, District of Massachusetts on Boston School Desegregation, Volume II.
INSTITUTION	Massachusetts State Dept. of Education, Boston. Bureau of Equal Educational Opportunities.
PUB DATE	1 Feb 85
NOTE	598p.; For related documents, see ED 236 277-278, ED 240 221-223, and UD 024 076.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF03/PC24 Plus Postage.
DESCRIPTORS	Bilingual Education; Black Students; *Compliance (Legal); *Desegregation Plans; Discipline; Educational Facilities; Elementary Secondary Education; Equal Education; Minority Groups; Parent Participation; Racial Integration; *School Desegregation; School Safety; Student Organizations; Student Placement; Student Transportation; Teacher Integration; Vocational Education
IDENTIFIERS	*Boston Public Schools MA

ABSTRACT

This is the second of two volumes of the Fourth Monitoring Report on Boston Public School Desegregation, which was filed under court order. The report covers Boston Public School operations from June through November, 1984, and is based upon data collected by the Massachusetts Department of Education during that period. Ten reports, each covering a different monitoring area, are included. Each report contains a summary of relevant court requirements, findings, conclusions or recommendations, and support documentation (letters, statistics, and/or memoranda in support of specific findings). The following areas are evaluated: (1) student assignments; (2) special desegregation measures; (3) bilingual education; (4) vocational and occupational education; (5) school facilities; (6) staff; (7) transportation; (8) safety and security; (9) student discipline; and (10) parent and student organizations. Following the reports are two sections on dispute resolutions and proposed modifications to the court orders. These also contain support documentation. In general, this document reveals mixed compliance in each of the monitoring areas. (KH)

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INTRODUCTION

This is the fourth report to the Federal District Court on the progress of desegregation in the Boston Public Schools, as mandated by Memorandum and Orders of Disengagement, December 23, 1982.

Volume I is a summary of the major findings, recommendations, disputes and modifications, while Volume II contains the full reports and supportive documentation.

Whereas Report No. 3 contained twelve monitoring areas, the present document, in keeping with Memorandum and Order on Partial Termination of Jurisdiction, October 31, 1984, has deleted two of those areas (viz., Special Education and Institutional Pairing).

Each of the ten reports in Volume II contains the following major divisions:

I Monitoring Report

- A. Orders
- B. Summary
- C. Findings
- D. Conclusions/Recommendations

II. Support Documentation (letters, statistics, memoranda in support of specific findings)

The following department personnel were responsible for the reports submitted:

		Key Monitors	Monitors
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Special thanks to Marlene Godfrey, the Director of the Greater Boston Regional Center, for coordinating several components of this report.

STUDENT ASSIGNMENTS

STUDENT ASSIGNMENTS

I. DESEGREGATION RANGE FOR COMMUNITY DISTRICT SCHOOLS

ORDER May 10, 1975, pages 71-74; March 24, 1982

SUMMARY

"Each community district school shall have assigned to it geocodes that lie within the district, so that each school's racial and ethnic composition generally reflects the percentage of White, Black and other minority students, kindergarten through grade twelve, who reside in the district . . . . Where necessary in order to fit students assigned by geocode units to seat capacities, to make allowance for geographical obstacles and transportation routes, and to minimize mandatory busing, the composition of schools within a district may vary within ranges to be determined by computing the White, Black and other minority shares of the district's student populations and multiplying the resultant percentages by 25 percent . . . . Exceptions to these variation limits shall be permitted where necessary to allow appropriate bilingual assignments . . . . As a result, some schools may have no other minority students in attendance . . . . Students in need of bilingual education or special education will be assigned individually to appropriate programs within the district of residence" (pages 72-74).

The only modification of this Order which is significant for present monitoring is that of March 24, 1982, in which the Court allowed assignments to be made so that each school would reflect the percentages of each racial group in each district at the appropriate grade level (grades 1 to 5, 6 to 8, 9 to 13) rather than for all grade levels. The effect of this modification is to make it more feasible to achieve compliance. Note, however, that the standard continues to be based upon the number of public school students residing in a district, so that the attendance of a disproportionate number of students of one racial/ethnic group in a district in magnet schools can make it mathematically impossible to achieve compliance in some instances.

FINDINGS

High Schools: Partial Compliance (Improved)

Of the eight district high schools subject to the 1985 Order, four (Brighton, Jamaica Plain, South Boston, Burke) were below the permitted range for White enrollment in November 1983. Only Burke remains out of compliance, and its enrollment is improving as a result of the special desegregation measures undertaken over the past year.

Middle Schools: Non-compliance (Justified)

Of twenty district middle schools subject to the 1975 Order, ten were below the permitted range for White enrollment in November 1983; nine remain out of compliance. The impact of admissions to Boston Latin School and Latin Academy at the seventh grade is such that compliance cannot be achieved for White enrollment in all district middle schools. For example, the permitted range in District II is 16%-26% White, but the actual combined enrollment of the three middle schools is only 14.4% White. There are no middle schools which are too high in White enrollment, nor are there middle schools which are substantially further out of compliance than others in the same district. Thus it appears that none of the district middle schools is racially identifiable.

There are two middle schools below the permitted range for Black enrollment as a result of large bilingual programs, as permitted by the Court. Three others are above the permitted range for Black enrollment as a result of large enrollment in bilingual programs in other middle schools in the same districts. Such instances of non-compliance are permitted by the Court.

Elementary Schools: Partial Compliance

There are sixty-two elementary schools subject to the 1975 Order. When allowances are made for the impact of bilingual programs in grades 1-5, there are nine schools out of compliance. White enrollment is above the permitted range in six schools, and below it in three; Black enrollment is low in one.

		High White	Low White	High Black	Low Black
IV.	Channing	x			
	Chittick		x		
	Grew	x			
	Hemenway	x			
	F.Roosevelt	x			x
	Taylor		x		
VI.	Emerson		x		
	Perkins	x			
	Perry	x			

CONCLUSIONS/RECOMMENDATIONS

Progress in high school compliance is commended. While substantial non-compliance exists in middle schools, it cannot be remedied given present overall White enrollments in district and citywide middle schools. As noted in Report No.1, middle school assignments appear to be as good as possible under the circumstances. One third of the district elementary schools are out of compliance, in most cases because they exceed the permitted range for White enrollment. To put this in perspective, note that only four of these are more than 1/3 White; very substantial progress has been made since 1974 in eliminating racially-identifiable elementary schools.

1. Continued effort to improve enrollments at Burke High School is recommended.
2. Efforts to increase White enrollment in Boston should include information about opportunities available in district middle schools.
3. Strong White enrollment in a number of district elementary schools should encourage efforts to improve desegregation by voluntary transfers on the basis of program choices.

II. DESEGREGATION RANGE FOR MAGNET SCHOOLS

ORDER May 10, 1975, pages 74-76

SUMMARY

"Admission and assignment of students to citywide schools shall be on an individual basis, not by geocode. They shall grant student preferences to the extent possible while at the same time achieving a racially desegregated student body . . . and assuring that the com-positions of community district schools remain within the ranges set for those schools . . . . The white and combined black and other minority percentages at each citywide school shall be within five percentage points of the systemwide percentages . . . ."

"The Hernandez School, which contains a citywide Spanish-English bilingual program, may enroll a student body up to 65% Hispanic . . . . The examination schools are subject to independent desegregation requirements . . . ."

The 1975 Order also discussed in some detail the process for selecting those students who would be admitted to over-subscribed magnet schools. If necessary, students could be assigned involuntarily to magnet high schools, but not to magnet elementary and middle schools (pages 76-78).

The March 1982 Order modified these requirements slightly by excluding students residing in District VIII (East Boston) from the computation of the assignment goals, even though such students attend magnet schools; the two magnet schools located in District VIII were not affected. The effect of this modification was to make it somewhat easier to achieve compliance with the racial/ethnic ranges.

FINDINGS Partial Compliance (Improved)

In November 1983 one citywide high school, English High, was out of compliance with the permitted ranges for Black and White enrollment. After substantial program development and recruitment efforts, English is in compliance for Black enrollment and very near compliance for White enrollment.

Madison Park High has fallen out of compliance, with Black enrollment higher and White enrollment lower than the permitted range. This is partly explicable by a large Cape Verdean bilingual program.

In 1983 the King Middle School was above the permitted range for Black students and below that for White students; this situation has been corrected by the new assignments.

Of ten citywide elementary schools, the Hale is above and the Hennigan and Jackson-Mann below the permitted range for Black enrollment; this is attributable in part to bilingual assignments.

Of eighteen citywide schools subject to these strict assignment requirements, only Madison Park High represents a real compliance problem.

CONCLUSIONS/RECOMMENDATIONS

Magnet school assignments and enrollments continue largely in compliance. English High School and the King Middle School are commended for compliance improvements.

1. Madison Park High requires attention similar to that which English High has been receiving and will continue to require.
2. As recommended in Report No. 2, an enrollment strategy is needed for long-term stability at the Hennigan and Jackson/Mann schools. Enrollment of the small Hale school should also be watched closely.

III. DESEGREGATION OF CITYWIDE VOCATIONAL PROGRAMS

ORDER September 8, 1975

SUMMARY

The Unified Plan includes detailed requirements for vocational programs which draw their enrollment citywide, including all programs at the Humphrey Occupational Resource Center and vocational programs at four district high schools: Brighton, Hyde

Park, Dorchester and West Roxbury. A fifth district high school program, at East Boston, did not admit new students last year.

The Unified Plan provides that:

1. students may be assigned to a program only voluntarily;
2. oversubscribed programs will be subject to random selection of applicants, provided that racial and male/female enrollment objectives are met;
3. all programs "will reflect the racial ratios established by the Court for the citywide schools" (this provision was modified in March 1982 to exclude the enrollment of the examination schools in calculating the enrollment standard for HHHORC programs);
4. "in those programs in which students of one sex have represented less than 35% of the enrollment of that program, the admission (policy) . . . shall specifically encourage a student composition . . . in keeping with the citywide male/female ratio";
5. "insufficient applications for a particular program from students of one race will result in the underenrollment of the program."

FINDINGS Partial Compliance

Total Enrollments

The enrollment figures for students in skills training programs supplied to the monitors are summarized below, along with the comparable figures from the preceding year. They show a decrease of approximately 20% from last year to this.

Total # Students*	Fall 1983	Fall 1984
Black	1,362	1,096
White	448	342
Other Minority	491	392
Total	2,301	1,830

*Excludes students in special programs and freshman exploratory.

The number of students in the freshman exploratory has also declined, from 661 last Fall to 362 this Fall--a decrease of 45%. Since the exploratory program serves as a recruiting base for the skills training programs, it is likely that next year's figures will be even lower.

Evidence of Recruitment

No information has been provided to monitors on efforts, after assignments were made last Spring, to recruit additional students of the appropriate racial/ethnic groups to programs so as to permit full enrollment and compliance with the permitted range for assignments.

In twenty-six instances, however, the number of students enrolled in November is larger than the number assigned last Spring. Unfortunately, in 14 cases (54%) the additional students admitted to a program were of a racial/ethnic group already over-represented in the program. Thus the additional assignments did not have the desired effect of achieving improved desegregation compliance.

Actual Enrollment of Assigned Students

In many instances the number of students of a racial/ethnic group enrolled in a program is less than 80% of the number who were assigned last Spring. Eighteen programs failed to attract and actually enroll at least 80% of the White students assigned, and nineteen programs failed to attract and enroll at least 80% of the other minority students.

Compliance with Desegregation Requirements

Report No. 2 identified a number of programs which were severely out of compliance with the permitted ranges (more than 10 percentage points deviation from the "ideal") for one or more racial/ethnic groups. There were, in the Fall of 1983, eleven programs substantially above the permitted range for Black students and three substantially below that range. The chart below compares the current compliance with that observed last year, using the same standard. This year there are two below and seven above, an improvement from last year.

Program	% Black 1983
Word Processing	13
Dental Office	18
Heating, Air Cond.	41
Printing	67
Food Service	68
Health Service	68
Cabinetmaking	69
Photography	68
TV Production	70
Hotel/Hospitality	72
Fashion/Int. Design	75
Advanced Office	80
Machine Laboratory	80

Ideal: 56%

Program	% Black 1984
Machine Drafting	38
Child Care	44
Marine & Sm Eng.	70
Legal Office	72
TV Production	72
Advanced Office	75
Health Laboratory	77
Machine Lab	82
Retailing	82

Ideal: 59%

Note that this standard is more generous than that ordered by the Court, in recognition of the difficulty of achieving strict compliance.

Similarly, in Report No. 2 there were 13 programs identified that were severely below the permitted range for White students, and four substantially above that range. There are now eight below and two above, a significant improvement. The chart below compares both years, using the same standard.

Program	% White 1983
Banking	0
Health Aide	6
Fashion/Int.	7
Medical Office	7
Photography	8
Retailing	10
Hotel/Hospitality	10
TV Production	11
Machine Lab	12
Nursing Assistant	12
Electronics	12
Commercial Design	12
Dental Office	37
Carpentry	38
Heating, Air Cond.	41
Word Processing	43

Program	% White 1984
Dental Office	4
Machine Lab	5
Legal Office	5
Electronics	9
Photography	9
Retailing	10
Building Maint.	10
Hotel/Hospitality	10
Child Care	34
Plumbing	44

Ideal: 26%   Ideal: 21%

With regard to the other minority students, Report No. 2 identified three programs whose enrollment was substantially above the permitted range and five whose enrollments were severely below it. There are now five programs substantially above the permitted range and two programs below. This indicates an increased enrollment of other minority students in citywide vocational programs.

Program	% Other Minority	Program	% Other Minority
Fashion, Illustr.	5	Retailing	4
Sheet Metal	7	Plumbing	5
Machine Lab	8		
Retailing	9		
Plumbing	10		
Banking	41	Electronics	31
Dental Office	43	Medical Office	31
Word Processing	43	Banking	31
		Dental Office	34
		Machine Drafting	38

Ideal: 18%   Ideal: 20%

Female/Male Enrollments

Report No. 2 noted that six programs complied with the standard of enrolling female and male students so that the proportions of both groups fell between 35% and 65%. This year, ten programs meet this standard: printing, food service, TV production, commercial design, data processing, photography, health laboratory, retailing, fashion illustration and banking.

Recognizing the difficulties involved in non-traditional recruiting, Report No. 2 used the much looser standard of 20% and 80% to identify non-complying programs. Nine programs were identified as having substantial over-enrollments of females (over 80%), and eleven as having serious underenrollment (under 20%). The chart below lists the programs with substantially disproportionate enrollments by sex from last year and this year.

Program	% Female 1983	Program	% Female 1984
Heating, Air Cond.	0	Auto Repair	0
Plumbing	2	Building Maint.	0
Auto Repair	2	Heating, Air Cond.	0
Marine & Sm Eng.	2	Auto Body	1
Auto Body	3	Welding	2
Welding	3	Marine & Sm Eng.	2
Electrical	4	Plumbing	3
Machine	4	Electrical	4
Carpentry	4	Electronics	8
Electronics	6	Machine	12
Cabinetmaking	15	Carpentry	13
Health	81	Word Processing	81
Dental Assistant	88	Fashion/Int	82
Word Processing	88	Legal Office	83
Child Care	88	Dental Office	86
Fashion	90	Child Care	86
Legal Office	92	Nursing Assistant	88
Medical Care	94	Medical Office	95
Nursing Assistant	94	Cosmetology	97
Cosmetology	96		

CONCLUSIONS/RECOMMENDATIONS

There is a serious decline in enrollments at the Humphrey Center. The Department of Implementation reported in May that all eligible applicants had been assigned to the Center. Subsequent assignments have increased the enrollment, but it is still far below the level of 1983-84. It seems clear that the underenrollment is a result of insufficient interest among Boston students and not of the Court-ordered assignment guidelines. Applications continue to decline despite recommendations since Report No.1 in July 1983 that "strong efforts (be made) to encourage students" to apply.

There has been some reduction in the number of programs substantially out of compliance for racial/ethnic enrollment. However, 18 of 35 programs are substantially out of compliance for at least one of the racial/ethnic categories.

Boston has argued that compliance for the Humphrey Center should be assessed by its total enrollment, aggregating all programs. This is contrary to the specific requirements of the September 8, 1975 Order, which applies the racial ratios to individual programs.

The number of programs meeting the 36%-65% standard for enrollments of females and males has increased.

The last three reports pointed out that the problems of underutilization of citywide vocational education capacity, and continuing non-compliance with the desegregation standards set by the Court result primarily from a lack of vigorous and effective outreach to students and their parents. Boston has not submitted evidence that it is prepared to undertake systematic recruitment for occupational education programs, despite extensive technical assistance from the Division of Occupational Education.

Recommendation: Efforts to recruit students through active outreach, career education and counseling, and encouragement at the sending high schools should be a major priority, as recommended in Report No. 3.

IV. ASSIGNMENTS TO KINDERGARTENS

ORDER May 10, 1975, page 4

SUMMARY

"If kindergarten students must be assigned to schools outside their home neighborhoods, the assignments shall be made in accordance with two principles: (1) the resulting student bodies shall be desegregated, and (2) the burdens of distance and transportation shall be distributed equitably across ethnic groups."

A "Memorandum and Orders as to Kindergarten Desegregation" (August 12, 1977) noted that Boston had proposed a different approach to kindergarten assignments from that developed by the Court's experts. The latter had assigned students, for kindergarten, to the same school that they would attend for first grade, while Boston urged that a separate set of geocodes be used for the kindergarten of each school, thus permitting more students to attend kindergarten near their homes. Since this would result in less desegregation, Boston proposed "magnet kindergarten programs, called extended day programs" to lessen racial segregation of kindergarten students.

The Court noted, in this memorandum, that

"by producing a scheme in which most kindergartens will constitute a fourth level or separate grade structure, the defendants' proposal does not strengthen the continuity of enrollment of children in grades K1 through 5 at the same schools. Thousands of white children who attend public kindergartens may continue to be reinforced to switch to nonpublic schools, beginning in grade 1, when the regular geocode assignments become applicable" (page 2 footnote).

The Court approved Boston's proposal of a separate geocode structure for kindergartens, and the use of extended day (that is, full day) kindergarten programs to achieve some desegregation.

In January 1983 the State reviewed and approved an expansion of the extended day kindergarten program to a number of new sites, with specific provisions for the racial makeup of each site. In September 1984 Boston reinstated pre-kindergarten classes (K1) at a number of schools; the State was not asked to approve this.

FINDINGS Partial Compliance

Parents of all racial/ethnic groups show strong interest in extended day kindergarten programs, and these programs have the potential to contribute significantly to desegregation.

Most programs enroll appropriate numbers of students of each racial/ethnic group. As noted in Report Nos. 2 and 3, however, there continue to be instances in which either more, or fewer White or minority students have been recruited.

Monitors found no evidence of systematic efforts to offer alternative EDP assignments to parents who could not be given their first choices, despite an understanding at the time the assignments were approved, that such efforts would be made.

The potential contribution of extended day kindergarten programs to desegregation and to strong public school enrollments is seriously weakened by the lack of linkages between kindergarten and first grade attendance. It appears that parents are rarely approached individually to encourage them to keep their children in public school.

The assignment of different geocodes for kindergarten and for the elementary grades works against enrollment stability, continuity of instruction, and desegregation.

CONCLUSIONS/RECOMMENDATIONS

Boston is commended for implementing an extended day kindergarten program which enjoys strong parental support, and for recruiting and assigning students of all racial/ethnic groups to desegregated programs which, in most cases, meet the Court's requirements.

1. A more effective method should be developed of offering alternative assignments to parents who do not receive their first choices.

2. Programs located in predominantly White sections of the city should not be overenrolled with White students.

3. Parents of White children in kindergarten should be approached and encouraged to keep their children in public school for first grade.

4. Consideration should be given to a modification of the assignment plan which would encourage students to remain in the schools to which they are assigned to kindergarten, if that supports desegregation.

BOSTON DESEGREGATION REPORT #4
ASSIGNMENTS
VOLUME II ATTACHMENTS

GENERAL

1. Explanation of 1984 Enrollment Tables (with 22 tables)
2. Special Analysis of Assignments/Enrollments (June 1984)

OCCUPATIONAL RESOURCE CENTER

1. Humphrey Center/Occupational Education
    a. Chart: Programs and Compliance Indices
    b. Chart: Success in Enrolling Students Assigned to Programs
    c. Chart: Proportional Enrollment of Females
2. Memo: Charles Glenn to John Coakley re Review of Magnet Vocational Program Assignments
3. Memo: James Caradonio to Charles Glenn re Vocational Education recruiting
4. Letter: Charles Glenn to James Caradonio
5. Memo: John Coakley to Charles Glenn re ORC Assignments for 1984-85

KINDERGARTEN

1. Report: Analysis of Extended Day Kindergarten Programs
2. Clipping

EXPLANATION OF 1984 ENROLLMENT TABLES

Tables have been prepared showing the November 1st 1984 enrollment in each Boston public school, the Court-ordered racial/ethnic ranges applicable to each school, and the proportion of students of each of the three racial/ethnic categories who are transported to school. The last figure provides one way of assessing the "equity of burden" of the desegregative assignments, and has historically been used by the Board of Education in reviewing assignment and facility plans.

Brief comments are provided in cases of non-compliance with the permitted ranges; in most cases these point out an exception which has been allowed by the Court in the interest of bilingual program assignments.

1. Compliance of High Schools with Black Permitted Range
2. Compliance of High Schools with White Permitted Range
3. Compliance of High Schools with Other Minority Permitted Range
4. High Schools Ranked by Percent of Black Students Bused
5. High Schools Ranked by Percent of White Students Bused
6. High Schools Ranked by Percent of Other Minority Students Bused
7. High Schools Ranked by Percent of All Students Bused
8. Compliance of Middle Schools with Black Permitted Range
9. Compliance of Middle Schools with White Permitted Range
10. Compliance of Middle Schools with Other Minority Permitted Range
11. Middle Schools Ranked by Percent of Black Students Bused
12. Middle Schools Ranked by Percent of White Students Bused
13. Middle Schools Ranked by Percent of Other Minority Students Bused
14. Middle Schools Ranked by Percent of All Students Bused
15. Compliance of Elementary Schools with Black Permitted Range
16. Compliance of Elementary Schools with White Permitted Range
17. Compliance of Elementary Schools with Other Minority Permitted Range
18. Elementary Schools Ranked by Percent of Black Students Bused
19. Elementary Schools Ranked by Percent of White Students Bused
20. Elementary Schools Ranked by Percent of Other Minority Students Bused
21. Elementary Schools Ranked by Percent of All Students Bused
22. Enrollment of Other Schools [Examination Schools and Schools to which students are assigned exclusively for Special Education]

[*] indicates that the school deviates from compliance primarily to accommodate bilingual program assignments, as permitted by the Court.

[**] indicates that the school is in compliance; enrollment reflects a Court-ordered magnet program.

TABLE 1. COMPLIANCE OF HIGH SCHOOLS WITH BLACK PERMITTED RANGE

	BLACK RANGE	SCHOOL	BLACK ACTUAL	COMMENT	BUSED BLACK
I	24%-40%	Brighton High	37%		82%
II	37%-63%	Jamaica Plain	49%		25%
III	40%-68%	W. Roxbury High	61%		99%
IV	53%-89%	Hyde Park High	77%		62%
V	52%-88%	Burke High	76%		4%
V	52%-88%	Dorchester High	69%		28%
VI	34%-56%	South Boston Hi	39%		99%
VII	30%-50%	Charlestown High	39%		100%
VIII	1%-3%	East Boston High	20%	[**]	95%
IX	50%-58%	Boston High	58%		88%
IX	50%-58%	Copley Square	57%		79%
IX	50%-58%	English High	58%		86%
IX	50%-58%	Madison Park	60%	high [*]	54%
IX	50%-58%	Umana	58%		99%

TABLE 2. COMPLIANCE OF HIGH SCHOOLS WITH WHITE PERMITTED RANGE

	WHITE RANGE	SCHOOL	WHITE ACTUAL	COMMENT	BUSED WHITE
I	16%-28%	Brighton High	19%		31%
II	19%-31%	Jamaica Plain	19%		15%
III	31%-51%	W. Roxbury High	34%		76%
IV	19%-31%	Hyde Park High	20%		27%
V	13%-23%	Burke High	12%	low; improving	60%
V	13%-23%	Dorchester High	15%		27%
VI	28%-46%	South Boston Hi	30%		3%
VII	13%-23%	Charlestown High	18%		18%
VIII	63%-99%	East Boston High	71%		18%
IX	21%-31%	Boston High	22%		89%
IX	21%-31%	Copley Square	23%		81%
IX	21%-31%	English High	20%	✓ low; improving	91%
IX	21%-31%	Madison Park	19%	low; worsening	94%
IX	21%-31%	Umana	25%		75%

TABLE 3. COMPLIANCE OF HIGH SCHOOLS WITH OTHER MINORITY PERMITTED RANGE

	OTHER RANGE	SCHOOL	OTHER ACTUAL		BUSED OTHER	BUSED ALL
I	34%-58%	Brighton High	45%		58%	62%
II	19%-31%	Jamaica Plain	32%	high [*]	4%	17%
III	4%-6%	W. Roxbury High	6%		97%	91%
IV	3%-5%	Hyde Park High	4%		55%	55%
V	9%-15%	Burke High	12%		9%	11%
V	9%-15%	Dorchester High	15%		31%	28%
VI	13%-23%	South Boston Hi	31%	high [*]	94%	68%
VII	31%-53%	Charlestown High	44%		98%	85%
VIII	10%-18%	East Boston High	8%	low [*]	19%	34%
IX	19%-21%	Boston High	20%		66%	84%
IX	19%-21%	Cooley Square	19%		52%	74%
IX	19%-21%	English High	22%	high [*]	61%	82%
IX	19%-21%	Madison Park	22%	high [*]	40%	59%
IX	19%-21%	Umana	17%	low [*]	93%	92%

TABLE 4. HIGH SCHOOLS RANKED BY PERCENT OF BLACK STUDENTS BUSED

	BLACK RANGE	SCHOOL	BLACK ACTUAL	COMMENT	BUSED BLACK
V	52%-88%	Burke High	76%		4%
II	37%-63%	Jamaica Plain	49%		25%
V	52%-88%	Dorchester High	69%		28%
IX	50%-58%	Madison Park	60%	high [*]	54%
IV	53%-89%	Hyde Park High	77%		62%
IX	50%-58%	Copley Square	57%		79%
I	24%-40%	Brighton High	37%		82%
IX	50%-58%	English High	58%		86%
IX	50%-58%	Boston High	58%		88%
VIII	1%-3%	East Boston High	20%	[**]	95%
VI	34%-56%	South Boston Hi	39%		99%
IX	50%-58%	Umana	58%		99%
III	40%-68%	W. Roxbury High	61%		99%
VII	30%-50%	Charlestown High	39%		100%

TABLE 5. HIGH SCHOOLS RANKED BY PERCENT OF WHITE STUDENTS BUSED

	WHITE RANGE	SCHOOL	WHITE ACTUAL	COMMENT	BUSED WHITE
VI	28%-46%	South Boston Hi	30%		3%
II	19%-31%	Jamaica Plain	19%		15%
VIII	63%-99%	East Boston High	71%		18%
VII	13%-23%	Charlestown High	18%		18%
V	13%-23%	Dorchester High	15%		27%
IV	19%-31%	Hyde Park High	20%		27%
I	16%-28%	Brighton High	19%		31%
V	13%-23%	Burke High	12%	low; improving	60%
IX	21%-31%	Umana	25%		75%
III	31%-51%	W. Roxbury High	34%		76%
IX	21%-31%	Copley Square	23%		81%
IX	21%-31%	Boston High	22%		89%
IX	21%-31%	English High	20%	low; improving	91%
IX	21%-31%	Madison Park	19%	low; worsening	94%

TABLE 6. HIGH SCHOOLS RANKED BY PERCENT OF OTHER MINORITY STUDENTS BUSED

	OTHER RANGE	SCHOOL	OTHER ACTUAL		BUSED OTHER
II	19%-31%	Jamaica Plain	32%	high [*]	4%
V	9%-15%	Burke High	12%		9%
VIII	10%-18%	East Boston High	8%	low [*]	19%
V	9%-15%	Dorchester High	15%		31%
IX	19%-21%	Madison Park	22%	high [*]	40%
IX	19%-21%	Copley Square	19%		52%
IV	3%-5%	Hyde Park High	4%		55%
I	34%-58%	Brighton High	45%		58%
IX	19%-21%	English High	22%	high [*]	61%
IX	19%-21%	Boston High	20%		66%
IX	19%-21%	Umana	17%	low [*]	93%
VI	13%-23%	South Boston Hi	31%	high [*]	94%
III	4%-6%	W. Roxbury High	6%		97%
VII	31%-53%	Charlestown High	44%		98%

TABLE 7. HIGH SCHOOLS RANKED BY PERCENT OF ALL STUDENTS BUSED

SCHOOL	BLACK BUSED	WHITE BUSED	OTHER BUSED	ALL BUSED
Burke High	4%	60%	9%	11%
Jamaica Plain	25%	15%	4%	17%
Dorchester High	28%	27%	31%	28%
East Boston High	95%	18%	19%	34%
Hyde Park High	62%	27%	55%	55%
Madison Park	54%	94%	40%	59%
Brighton High	82%	31%	58%	62%
South Boston Hi	99%	3%	94%	68%
Copley Square	79%	81%	52%	74%
English High	86%	91%	61%	82%
Boston High	88%	89%	66%	84%
Charlestown High	100%	18%	98%	85%
W. Roxbury High	99%	76%	97%	91%
Umana	99%	75%	93%	92%

TABLE 8. COMPLIANCE OF MIDDLE SCHOOLS WITH BLACK PERMITTED RANGE

	AREA	RANGE BLACK	SCHOOL	ACTUAL BLACK	COMMENT	BLACK BUSED
I	Brighton	20%-34%	Edison Middle	26%		90%
I	Brighton		Taft Middle	31%		82%
I	Roxbury		Tobin Middle	34%		7%
II	Jamaica Plain	35%-59%	M.Curley Middle	38%		75%
II	Roxbury		Lewis Middle	57%		26%
II	Roxbury		T.Roosevelt	54%		1%
III	Roslindale	41%-69%	Irving Middle	47%		85%
III	Mattapan		Lewenberg Middle	77%	high	32%
III	West Roxbury		R Shaw Middle	68%		95%
IV	Hyde Park	54%-90%	Rogers Middle	69%		71%
IV	Dorchester		Thompson Middle	82%		28%
V	Dorchester	51%-85%	Cleveland Middle	65%		3%
V	Dorchester		Holmes Middle	76%		17%
V	Dorchester		Wilson Middle	80%		56%
VI	Roxbury	28%-48%	Dearborn Middle	61%		29%
VI	South Boston		Gavin Middle	42%		99%
VI	Dorchester		McMormack Middle	25%	low [*]	48%
VII	Charlestown	29%-49%	Edwards MIddle	30%		98%
VII	North End		Michelangelo	43%		97%
VII	Roxbury		Timility	48%		4%
VIII	East Boston	1%-3%	Barnes Middle	3%		53%
VIII	East Boston		Cheverus	0%		0%
IX	Dorchester	48%-54%	King Middle	54%		56%
IX	South End		Mackey Middle	52%		84%
IX	Roxbury		Wheatley Middle	57%	high	48%
IX	East Boston		Umana	56%	high	100%

TABLE 9. COMPLIANCE OF MIDDLE SCHOOLS WITH WHITE PERMITTED RANGE

	RANGE WHITE	SCHOOL	ACTUAL WHITE	COMMENT	WHITE BUSED
I	17%-29%	Edison Middle	20%		15%
I		Taft Middle	21%		24%
I		Tobin Middle	23%		55%
II	16%-26%	M.Curley Middle	13%	low [*]	40%
II		Lewis Middle	20%		100%
II		T.Roosevelt	14%	low	46%
III	27%-45%	Irving Middle	30%		13%
III		Lewenberg Middle	19%	low [*]	99%
III		R Shaw Middle	25%	low	45%
IV	18%-30%	Rogers Middle	27%		8%
IV		Thompson Middle	15%	low	85%
V	12%-20%	Cleveland Middle	11%	low	6%
V		Holmes Middle	16%		90%
V		Wilson Middle	14%		45%
VI	29%-49%	Dearborn Middle	25%	low	95%
VI		Gavin Middle	42%		12%
VI		McMormack Middle	40%		100%
VII	14%-24%	Edwards MIddle	15%		12%
VII		Michelangelo	10%	low	64%
VII		Timility	13%	low	100%
VIII	62%-99%	Barnes Middle	82%		4%
		Cheverus	91%		39%
IX	20%-30%	King Middle	21%		89%
IX		Mackey Middle	22%		91%
IX		Wheatley Middle	20%		91%
IX		Umana	22%		59%

TABLE 10. COMPLIANCE OF MIDDLE SCHOOLS WITH OTHER MINORITY PERMITTED RANGE

	RANGE OTHER		ACTUAL OTHER	COMMENT	OTHER BUSED	ALL BUSED
I	37%-63%	Edison Middle	55%		68%	64%
I		Taft Middle	49%		56%	57%
I		Tobin Middle	41%		3%	18%
II	24%-40%	M.Curley Middle	50%	high [*]	16%	41%
II		Lewis Middle	23%	low	87%	55%
II		T.Roosevelt	32%		9%	10%
III	7%-9%	Irving Middle	23%	high [*]	84%	63%
III		Lewenberg Middle	4%	low [*]	60%	46%
III		R Shaw Middle	7%		100%	83%
IV	3%-5%	Rogers Middle	4%		36%	52%
IV		Thompson Middle	4%		7%	36%
V	12%-20%	Cleveland Middle	24%	high [*]	6%	4%
V		Holmes Middle	8%	low [*]	55%	32%
V		Wilson Middle	6%	low [*]	48%	54%
VI	17%-29%	Dearborn Middle	14%	low [*]	15%	43%
VI		Gavin Middle	16%	low [*]	91%	61%
VI		McMormack Middle	35%	high [*]	90%	83%
VII	31%-53%	Edwards MIddle	56%	high [*]	99%	86%
VII		Michelangelo	47%		95%	93%
VII		Timility	39%		35%	28%
VIII	11%-19%	Barnes Middle	15%		2%	5%
		Cheverus	10%	low [*]	50%	40%
IX	22%-26%	King Middle	26%		64%	65%
IX		Mackey Middle	25%		67%	81%
IX		Wheatley Middle	23%		67%	61%
IX		Umana	22%		91%	90%

TABLE 11. MIDDLE SCHOOLS RANKED BY PERCENT OF BLACK STUDENTS BUSED

	AREA	RANGE BLACK	SCHOOL	ACTUAL BLACK	COMMENT	BLACK BUSED
VIII	East Boston		Cheverus	0%		0%
II	Roxbury		T. Roosevelt	54%		1%
V	Dorchester	51%-85%	Cleveland Middle	65%		3%
VII	Roxbury		Timility	48%		4%
I	Roxbury		Tobin Middle	34%		7%
V	Dorchester		Holmes Middle	76%		17%
II	Roxbury		Lewis Middle	57%		26%
IV	Dorchester		Thompson Middle	82%		28%
VI	Roxbury	28%-48%	Dearborn Middle	61%		29%
III	Mattapan		Lewenberg Middle	77%	high	32%
VI	Dorchester		McMormack Middle	25%	low [*]	48%
IX	Roxbury		Wheatley Middle	57%	high	48%
VIII	East Boston	1%-3%	Barnes Middle	3%		53%
V	Dorchester		Wilson Middle	80%		56%
IX	Dorchester	48%-54%	King Middle	54%		56%
IV	Hyde Park	54%-90%	Rogers Middle	69%		71%
II	Jamaica Plain	35%-59%	M.Curley Middle	38%		75%
I	Brighton		Taft Middle	31%		82%
IX	South End		Mackey Middle	52%		84%
III	Roslindale	41%-69%	Irving Middle	47%		85%
I	Brighton	20%-34%	Edison Middle	26%		90%
III	West Roxbury		R Shaw Middle	68%		95%
VII	North End		Michelangelo	43%		97%
VII	Charlestown	29%-49%	Edwards MIddle	30%		98%
VI	South Boston		Gavin Middle	42%		99%
IX	East Boston		Umana	56%	high	100%

TABLE 12. MIDDLE SCHOOLS RANKED BY PERCENT OF WHITE STUDENTS BUSED

	WHITE RANGE	SCHOOL	WHITE ACTUAL	COMMENT	BUSED WHITE
VIII	62%-99%	Barnes Middle	82%		4%
V	12%-20%	Cleveland Middle	11%	low	6%
IV	18%-30%	Rogers Middle	27%		8%
VI		Bavin Middle	42%		12%
VII	14%-24%	Edwards MIddle	15%		12%
III	27%-45%	Irving Middle	30%		13%
I	17%-29%	Edison Middle	20%		15%
I		Taft Middle	21%		24%
		Cheverus	91%		39%
II	16%-26%	M.Curley Middle	13%	low [*]	40%
V		Wilson Middle	14%		45%
III		R Shaw Middle	25%	low	45%
II		T.Roosevelt	14%	low	46%
I		Tobin Middle	23%		55%
IX		Umana	22%		59%
VII		Michelangelo	10%	low	64%
IV		Thompson Middle	15%	low	85%
IX	20%-30%	King Middle	21%		89%
V		Holmes Middle	16%		90%
IX		Wheatley Middle	20%		91%
IX		Mackey Middle	22%		91%
VI	29%-49%	Dearborn Middle	25%	low	95%
III		Lewenberg Middle	19%	low [*]	99%
VI		McMormack Middle	40%		100%
VII		Timility	13%	low	100%
II		Lewis Middle	20%		100%

TABLE 13. MIDDLE SCHOOLS RANKED BY PERCENT OF OTHER MINORITY STUDENTS BUSED

	OTHER RANGE	SCHOOL	OTHER ACTUAL	COMMENT	BUSED OTHER
VIII	11%-19%	Barnes Middle	15%		2%
I		Tobin Middle	41%		3%
V	12%-20%	Cleveland Middle	24%	high [*]	6%
IV		Thompson Middle	4%		7%
II		T. Roosevelt	32%		9%
VI	17%-29%	Dearborn Middle	14%	low [*]	15%
II	24%-40%	M. Curley Middle	50%	high [*]	16%
VII		Timility	39%		35%
IV	3%-5%	Rogers Middle	4%		36%
V		Wilson Middle	6%	low [*]	48%
		Cheverus	10%	low [*]	50%
V		Holmes Middle	8%	low [*]	55%
I		Taft Middle	49%		56%
III		Lewenberg Middle	4%	low [*]	60%
IX	22%-26%	King Middle	26%		64%
IX		Wheatley Middle	23%		67%
IX		Mackey Middle	25%		67%
I	37%-63%	Edison Middle	55%		68%
III	7%-9%	Irving Middle	23%	high [*]	84%
II		Lewis Middle	23%	low	87%
VI		McMormack Middle	35%	high [*]	90%
VI		Gavin Middle	16%	low [*]	91%
IX		Umana	22%		91%
VII		Michelangelo	47%		95%
VII	31%-53%	Edwards MIddle	56%	high [*]	99%
III		R Shaw Middle	7%		100%

TABLE 14. MIDDLE SCHOOLS RANKED BY PERCENT OF ALL STUDENTS BUSED

SCHOOL	BLACK BUSED	WHITE BUSED	OTHER BUSED	ALL BUSED
Cleveland Middle	3%	6%	6%	4%
Barnes Middle	53%	4%	2%	5%
T. Roosevelt	1%	46%	3%	10%
Tobin Middle	7%	55%	3%	18%
Timility	4%	100%	35%	28%
Holmes Middle	17%	90%	55%	32%
Thompson Middle	28%	85%	7%	36%
Cheverus	0%	39%	50%	40%
M. Curley Middle	75%	40%	16%	41%
Dearborn Middle	29%	95%	15%	43%
Lewenberg Middle	32%	99%	60%	46%
Rogers Middle	71%	8%	36%	52%
Wilson Middle	56%	45%	48%	54%
Lewis Middle	26%	100%	87%	55%
Taft Middle	82%	24%	56%	57%
Wheatley Middle	48%	91%	67%	61%
Gavin Middle	99%	12%	91%	61%
Irving Middle	85%	13%	84%	63%
Edison Middle	90%	15%	68%	64%
King Middle	56%	69%	64%	65%
Mackey Middle	84%	92%	67%	81%
R Shaw Middle	95%	45%	100%	83%
McMormack Middle	48%	100%	90%	83%
Edwards MIddle	98%	12%	99%	86%
Umana	100%	59%	91%	90%
Michelangelo	97%	64%	95%	93%

TABLE 15. COMPLIANCE OF ELEMENTARY SCHOOLS WITH BLACK PERMITTED RANGE

	AREA	RANGE BLACK	SCHOOL	ACTUAL BLACK	COMMENTS	BUSED BLACK
I	Brighton	22%-36%	Baldwin	25%		29%
I	Roxbury		Farragut	40%	high [*]	15%
I	Brighton		Gardner	21%	low [*]	77%
I	Brighton		Garfield	38%	slightly high [*]	95%
I	Brighton		Hamilton	20%	low [*]	87%
I	Roxbury		Tobin	34%		28%
I	Brighton		Winship	21%	low [*]	90%
II	Jamaica Plain	33%-55%	Agassiz	32%	low [*]	86%
II	Roxbury		Ellis	46%		13%
II	Jamaica Plain		Fuller	43%		40%
II	Roxbury		Higginson	48%		29%
II	Jamaica Plain		J. F. Kennedy	32%	low [*]	0%
II	West Roxbury		Longfellow	54%		99%
II	Jamaica Plain		Manning	51%		96%
II	Jamaica Plain		Mendell	38%		47%
II	Jamaica Plain		Parkman	54%		94%
III	Roslindale	46%-76%	Bates	51%		51%
III	West Roxbury		Beethoven	62%		99%
III	West Roxbury		Kilmer	71%		100%
III	Dorchester		Lee	67%		26%
III	West Roxbury		Lyndon	65%		97%
III	Mattapan		Mattahunt	53%		65%
III	Roslindale		Mozart	71%		97%
III	Roslindale		Philbrick	61%		88%
III	Roslindale		Sumner	62%		100%
IV	Hyde Park	55%-91%	Channing	61%		97%
IV	Mattapan		Chittick	85%		0%
IV	Roslindale		Conley	70%		98%
IV	Hyde Park		E. Greenwood	72%		60%
IV	Hyde Park		Grew	67%		100%
IV	Hyde Park		Hemenway	66%		100%
IV	Hyde Park		F. D. Roosevelt	52%	low	84%
IV	Dorchester		P. A. Shaw	73%		11%
IV	Mattapan		Taylor	83%		52%
V	Dorchester	50%-84%	Dickerman	74%		2%
V	Dorchester		Endicott	80%		52%
V	Dorchester		Everett	72%		93%
V	Dorchester		Fifield	77%		0%
V	Dorchester		S. Greenwood	55%		12%
V	Dorchester		Holland	64%		7%
V	Dorchester		Kenny	71%		99%
V	Dorchester		Marshall	65%		11%
V	Dorchester		Mather	67%		71%
V	Dorchester		Murphy	80%		99%
V	Dorchester		O'Hearn	75%		8%
V	Dorchester		Stone	76%		1%

	AREA	RANGE BLACK	SCHOOL	ACTUAL BLACK	COMMENTS	BUSED BLACK
VI	South Boston	28%-46%	Clap	42%		72%
VI	South Boston		Condon	38%		99%
VI	Dorchester		Dever	32%		59%
VI	Roxbury		Emerson	45%		2%
VI	Roxbury		Mason	45%		0%
VI	South Boston		Perkins	32%		94%
VI	South Boston		Perry	33%		100%
VI	Dorchester		Russell	29%		27%
VI	South Boston		Tynan	65%	high (justifiable)	99%
VI	Roxbury		Winthrop	50%	high	33%
VII	South End	31%-53%	Blackstone	34%		55%
VII	North End		Eliot	41%		99%
VII	South End		Hurley	46%		26%
VII	Charlestown		Kent	37%		99%
VII	South End		Quincy	40%		91%
VII	Charlestown		Warren/Prescott	33%		98%
VIII	East Boston	1%-3%	Adams	7%		83%
VIII	East Boston		Alighieri	5%		0%
VIII	East Boston		Bradley	3%		25%
VIII	East Boston		P. Kennedy	1%		0%
VIII	East Boston		O'Donnell	1%		0%
VIII	East Boston		Otis	4%		92%
IX	Jamaica Plain	49%-55%	Curley	55%		85%
IX	East Boston	49%-55%	Guild	66%	high [*]	100%
IX	Roxbury	49%-55%	Hale	63%	high [*]	72%
IX	Roslindale	49%-55%	Haley	55%		99%
IX	Roxbury	49%-55%	Hennigan	38%	low [*]	68%
IX	Dorchester		Hernandez	25%	permitted by Court	67%
IX	Brighton	49%-55%	Jackson/Mann	42%	low [*]	96%
IX	East Boston	47%-51%	McKay	53%	high [*]	100%
IX	West Roxbury	49%-55%	Ohrenberger	55%		99%
IX	Roxbury	49%-55%	Trotter	51%		63%

TABLE 16. COMPLIANCE OF ELEMENTARY SCHOOLS WITH WHITE PERMITTED RANGE

	AREA	RANGE WHITE	SCHOOL	ACTUAL WHITE	COMMENTS	BUSED WHITE
I	Brighton	13%-21%	Baldwin	9%	low [*]	8%
I	Roxbury		Farragut	17%		39%
I	Brighton		Gardner	19%		10%
I	Brighton		Garfield	25%	high [*]	13%
I	Brighton		Hamilton	12%		47%
I	Roxbury		Tobin	9%	low [*]	81%
I	Brighton		Winship	16%		20%
II	Jamaica Plain	13%-23%	Agassiz	13%		9%
II	Roxbury		Ellis	9%	low [*]	100%
II	Jamaica Plain		Fuller	15%		0%
II	Roxbury		Higginson	22%		97%
II	Jamaica Plain		J. F. Kennedy	10%	low [*]	19%
II	West Roxbury		Longfellow	18%		21%
II	Jamaica Plain		Manning	28%	high [*]	8%
II	Jamaica Plain		Mendell	20%		45%
II	Jamaica Plain		Parkman	19%		16%
III	Roslindale	22%-36%	Bates	34%		0%
III	West Roxbury		Beethoven	30%		27%
III	West Roxbury		Kilmer	26%		26%
III	Dorchester		Lee	25%		99%
III	West Roxbury		Lyndon	28%		59%
III	Mattapan		Mattahunt	28%		99%
III	Roslindale		Mozart	24%		0%
III	Roslindale		Philbrick	30%		0%
III	Roslindale		Sumner	34%		7%
IV	Hyde Park	16%-26%	Channing	30%	high	53%
IV	Mattapan		Chittick	11%	low; improved	57%
IV	Roslindale		Conley	27%	high	50%
IV	Hyde Park		E. Greenwood	23%		15%
IV	Hyde Park		Grew	32%	high	5%
IV	Hyde Park		Hemenway	34%	high	9%
IV	Hyde Park		F. D. Roosevelt	44%	high	0%
IV	Dorchester		P. A. Shaw	24%		95%
IV	Mattapan		Taylor	13%		30%
V	Dorchester	10%-18%	Dickerman	10%		78%
V	Dorchester		Endicott	14%		100%
V	Dorchester		Everett	19%	slightly high [*]	3%
V	Dorchester		Fifield	13%		45%
V	Dorchester		S. Greenwood	14%		95%
V	Dorchester		Holland	10%		33%
V	Dorchester		Kenny	21%	high [*]	17%
V	Dorchester		Marshall	8%	low [*]	67%
V	Dorchester		Mather	23%	high (justified)	28%
V	Dorchester		Murphy	15%		37%
V	Dorchester		O'Hearn	21%	high (justified)	14%
V	Dorchester		Stone	15%		58%

	AREA	RANGE WHITE	SCHOOL	ACTUAL WHITE	COMMENTS	BUSED WHITE
VI	South Boston	26%-44%	Clap	38%		0%
VI	South Boston		Condon	42%		10%
VI	Dorchester		Dever	34%		99%
VI	Roxbury		Emerson	17%	low	65%
VI	Roxbury		Mason	30%		100%
VI	South Boston		Perkins	50%	high	4%
VI	South Boston		Perry	57%	high	31%
VI	Dorchester		Russell	25%	slightly low	0%
VI	South Boston		Tynan	31%		10%
VI	Roxbury		Winthrop	44%		94%
VII	South End	10%-16%	Blackstone	10%		73%
VII	North End		Eliot	20%	high [*]	50%
VII	South End		Hurley	15%		89%
VII	Charlestown		Kent	16%		53%
VII	South End		Quincy	14%		91%
VII	Charlestown		Warren/Prescot	20%	high [*]	8%
VIII	East Boston	59%-99%	Adams	82%		21%
VIII	East Boston		Alighieri	72%		0%
VIII	East Boston		Bradley	85%		57%
VIII	East Boston		P. Kennedy	89%		3%
VIII	East Boston		O'Donnell	84%		0%
VIII	East Boston		Otis	76%		25%
IX	Jamaica Plain	15%-25%	Curley	21%		40%
IX	East Boston	15%-25%	Guild	21%		60%
IX	Roxbury	15%-25%	Hale	18%		86%
IX	Roslindale	15%-25%	Haley	22%		89%
IX	Roxbury	15%-25%	Hennigan	18%		80%
IX	Dorchester		Hernandez	14%	permitted by Court	52%
IX	Brighton	15%-25%	Jackson/Mann	18%		74%
IX	East Boston	18%-28%	McKay	22%		37%
IX	West Roxbury	15%-25%	Ohrenberger	19%		87%
IX	Roxbury	15%-25%	Trotter	23%		96%

TABLE 17. COMPLIANCE OF ELEMENTARY SCHOOLS WITH OTHER MINORITY PERMITTED RANGE

	AREA	RANGE OTHER MINORITY	SCHOOL	ACTUAL OTHER MINORITY	COMMENTS	BUSED OTHER MINORITY
I	Brighton	40%-68%	Baldwin	66%		81%
I	Roxbury		Farragut	43%		70%
I	Brighton		Gardner	60%		98%
I	Brighton		Garfield	37%	low [*]	48%
I	Brighton		Hamilton	67%		69%
I	Roxbury		Tobin	58%		48%
I	Brighton		Winship	63%		73%
II	Jamaica Plain	28%-48%	Agassiz	55%	high [*]	64%
II	Roxbury		Ellis	45%		45%
II	Jamaica Plain		Fuller	41%		0%
II	Roxbury		Higginson	29%		83%
II	Jamaica Plain		J. F. Kennedy	58%	high [*]	13%
II	West Roxbury		Longfellow	28%	low [*]	94%
II	Jamaica Plain		Manning	19%	low [*]	100%
II	Jamaica Plain		Mendell	42%		11%
II	Jamaica Plain		Parkman	27%	low [*]	53%
III	Roslindale	7%-13%	Bates	15%		20%
III	West Roxbury		Beethoven	8%		56%
III	West Roxbury		Kilmer	3%		100%
III	Dorchester		Lee	8%		30%
III	West Roxbury		Lyndon	7%		75%
III	Mattapan		Mattahunt	19%	high [*]	94%
III	Roslindale		Mozart	5%		17%
III	Roslindale		Philbrick	9%		13%
III	Roslindale		Sumner	4%		53%
IV	Hyde Park	4%-8%	Channing	9%		88%
IV	Mattapan		Chittick	5%		14%
IV	Roslindale		Conley	3%		100%
IV	Hyde Park		E. Greenwood	5%		33%
IV	Hyde Park		Grew	2%		0%
IV	Hyde Park		Hemenway	0%		0%
IV	Hyde Park		F. D. Roosevelt	4%		20%
IV	Dorchester		P. A. Shaw	3%		20%
IV	Mattapan		Taylor	4%		43%
V	Dorchester	14%-24%	Dickerman	16%		5%
V	Dorchester		Endicott	7%	low [*]	78%
V	Dorchester		Everett	9%	low [*]	40%
V	Dorchester		Fifield	9%	low [*]	12%
V	Dorchester		S. Greenwood	30%	high [*]	60%
V	Dorchester		Holland	26%	high [*]	7%
V	Dorchester		Kenny	9%	low [*]	92%
V	Dorchester		Marshall	27%	high [*]	12%
V	Dorchester		Mather	11%	low [*]	18%
V	Dorchester		Murphy	5%	low [*]	100%
V	Dorchester		O'Hearn	4%	low [*]	0%
V	Dorchester		Stone	9%	low [*]	0%

	AREA	RANGE OTHER MINORITY	SCHOOL	ACTUAL OTHER MINORITY	COMMENTS	BUSED OTHER MINORITY
VI	South Boston	21%-35%	Clap	20%	low [*]	8%
VI	South Boston		Condon	20%	low [*]	96%
VI	Dorchester		Dever	33%		78%
VI	Roxbury		Emerson	38%	high	0%
VI	Roxbury		Mason	25%		0%
VI	South Boston		Perkins	18%	low [*]	82%
VI	South Boston		Perry	9%	low [*]	100%
VI	Dorchester		Russell	45%	high [*]	12%
VI	South Boston		Tynan	4%	low [*]	91%
VI	Roxbury		Winthrop	7%	low [*]	38%
VII	South End	34%-56%	Blackstone	56%		34%
VII	North End		Eliot	39%		94%
VII	South End		Hurley	39%		17%
VII	Charlestown		Kent	47%		97%
VII	South End		Quincy	46%		24%
VII	Charlestown		Warren/Prescot	46%		97%
VIII	East Boston	14%-24%	Adams	10%		12%
VIII	East Boston		Alighieri	23%		0%
VIII	East Boston		Bradley	13%		40%
VIII	East Boston		P. Kennedy	10%		6%
VIII	East Boston		O'Donnell	15%		0%
VIII	East Boston		Otis	20%	high [*]	4%
IX	Jamaica Plain	26%-30%	Curley	24%	low [*]	46%
IX	East Boston	26%-30%	Guild	13%	low [*]	83%
IX	Roxbury	26%-30%	Hale	19%	low [*]	80%
IX	Roslindale	26%-30%	Haley	23%	low [*]	93%
IX	Roxbury	26%-30%	Hennigan	44%	high [*]	63%
IX	Dorchester	up to 65%	Hernandez	62%	permitted by Court	57%
IX	Brighton	26%-30%	Jackson/Mann	40%	high [*]	72%
IX	East Boston	27%-29%	McKay	26%	low [*]	90%
IX	West Roxbury	26%-30%	Ohrenberger	26%		97%
IX	Roxbury	26%-30%	Trotter	25%	low [*]	77%

TABLE 18. ELEMENTARY SCHOOLS RANKED BY PERCENT OF BLACK STUDENTS BUSED

	AREA	BLACK RANGE	SCHOOL	BLACK ACTUAL	COMMENTS	BLACK BUSED
II	Jamaica Plain		J. F. Kennedy	32%	low [*]	0%
V	Dorchester		Fifield	77%		0%
VI	Roxbury		Mason	45%		0%
VIII	East Boston		Alighieri	5%		0%
VIII	East Boston		P. Kennedy	1%		0%
VIII	East Boston		O'Donnell	1%		0%
IV	Mattapan		Chittick	85%		0%
V	Dorchester		Stone	76%		1%
V	Dorchester	50%-84%	Dickerman	74%		2%
VI	Roxbury		Emerson	45%		2%
V	Dorchester		Holland	64%		7%
V	Dorchester		O'Hearn	75%		8%
V	Dorchester		Marshall	65%		11%
IV	Dorchester		P.A.Shaw	73%		11%
V	Dorchester		S.Greenwood	55%		12%
II	Roxbury		Ellis	46%		13%
I	Roxbury		Farragut	40%	high [*]	15%
VIII	East Boston		Bradley	3%		25%
III	Dorchester		Lee	67%		26%
VII	South End		Hurley	46%		26%
VI	Dorchester		Russell	29%		27%
I	Roxbury		Tobin	34%		28%
I	Brighton	22%-36%	Baldwin	25%		29%
II	Roxbury		Higginson	48%		29%
VI	Roxbury		Winthrop	50%	high	33%
II	Jamaica Plain		Fuller	43%		40%
II	Jamaica Plain		Mendell	38%		47%
III	Roslindale	46%-76%	Bates	51%		51%
IV	Mattapan		Taylor	83%		52%
V	Dorchester		Endicott	80%		52%
VII	South End	31%-53%	Blackstone	34%		55%
VI	Dorchester		Dever	32%		59%
IV	Hyde Park		E.Greenwood	72%		60%
IX	Roxbury		Trotter	51%		63%
III	Mattapan		Mattahunt	53%		65%
IX	Dorchester		Hernandez	25%	low;permitted by Court	67%
IX	Roxbury		Hennigan	38%	low [*]	68%
V	Dorchester		Mather	67%		71%
IX	Roxbury		Hale	63%	high [*]	72%
VI	South Boston	28%-46%	Clap	42%		72%
I	Brighton		Gardner	21%	low [*]	77%
VIII	East Boston	1%-3%	Adams	7%		83%
IV	Hyde Park		F.D.Roosevelt	52%	low	84%
IX	Jamaica Plain	49%-55%	Curley	55%		85%
II	Jamaica Plain	33%-55%	Agassiz	32%	low [*]	86%
I	Brighton		Hamilton	20%	low [*]	87%
III	Roslindale		Philbrick	61%		88%
I	Brighton		Winship	21%	low [*]	90%
VII	South End		Quincy	40%		91%
VIII	East Boston		Otis	4%		92%
V	Dorchester		Everett	72%		93%
VI	South Boston		Perkins	32%		94%
II	Jamaica Plain		Parkman	54%		94%

I	Brighton		Garfield	38%	slightly high [*]	95%
IX	Brighton		Jackson/Mann	42%	low [*]	96%
II	Jamaica Plain		Manning	51%		96%
IV	Hyde Park	55%-91%	Channing	61%		97%
III	Roslindale		Mozart	71%		97%
III	West Roxbury		Lyndon	65%		97%
IV	Roslindale		Conley	70%		98%
VII	Charlestown		Warren/Prescott	33%		98%
IX	Roslindale		Haley	55%		99%
III	West Roxbury		Beethoven	62%		99%
VII	North End		Eliot	41%		99%
VI	South Boston		Condon	38%		99%
VI	South Boston		Tynan	65%	high (justifiable)	99%
II	West Roxbury		Longfellow	54%		99%
V	Dorchester		Murphy	80%		99%
V	Dorchester		Kenny	71%		99%
IX	West Roxbury		Ohrenberger	55%		99%
VII	Charlestown		Kent	37%		99%
III	West Roxbury		Kilmer	71%		100%
III	Roslindale		Sumner	62%		100%
IV	Hyde Park		Grew	67%		100%
IV	Hyde Park		Hemenway	66%		100%
VI	South Boston		Perry	33%		100%
IX	East Boston		Guild	66%	high [*]	100%
IX	East Boston		McKay	53%		100%

TABLE 19. ELEMENTARY SCHOOLS RANKED BY PERCENT OF WHITE STUDENTS BUSED

AREA	RANGE WHITE	SCHOOL	ACTUAL WHITE	COMMENTS	BUSED WHITE
VIIIEast Boston		Alighieri	72%		0%
VIIIEast Boston		O'Donnell	84%		0%
VI Dorchester		Russell	25%	slightly low	0%
II Jamaica Plain		Fuller	15%		0%
III Roslindale	22%-36%	Bates	34%		0%
VI South Boston	26%-44%	Clap	38%		0%
IV Hyde Park		F.D.Roosevelt	44%	high	0%
III Roslindale		Philbrick	30%		0%
III Roslindale		Mozart	24%		0%
V Dorchester		Everett	19%	slightly high [*]	3%
VIIIEast Boston		P. Kennedy	89%		3%
VI South Boston		Perkins	50%	high	4%
IV Hyde Park		Grew	32%	high	5%
III Roslindale		Sumner	34%		7%
II Jamaica Plain		Manning	28%		8%
I Brighton	13%-21%	Baldwin	9%	low [*]	8%
VII Charlestown		Warren/Prescott	20%	high [*]	8%
IV Hyde Park		Hemenway	34%	high	9%
II Jamaica Plain	13%-23%	Agassiz	13%		9%
I Brighton		Gardner	19%		10%
VI South Boston		Condon	42%		10%
VI South Boston		Tynan	31%		10%
I Brighton		Garfield	25%	high [*]	13%
V Dorchester		O'Hearn	21%	high (justified)	14%
IV Hyde Park		E.Greenwood	23%		15%
II Jamaica Plain		Parkman	19%		16%
V Dorchester		Kenny	21%	high	17%
II Jamaica Plain		J. F. Kennedy	10%	low [*]	19%
I Brighton		Winship	16%		20%
VIIIEast Boston	59%-99%	Adams	82%		21%
II West Roxbury		Longfellow	18%		21%
VIIIEast Boston		Otis	76%		25%
III West Roxbury		Kilmer	26%		26%
III West Roxbury		Beethoven	30%		27%
V Dorchester		Mather	23%	high (justified)	28%
IV Mattapan		Taylor	13%		30%
VI South Boston		Perry	57%	high	31%
V Dorchester		Holland	10%		33%
V Dorchester		Murphy	15%		37%
IX East Boston		McKay	22%		37%
I Roxbury		Farragut	17%		39%
IX Jamaica Plain	15%-25%	Curley	21%		40%
V Dorchester		Fifield	13%		45%
II Jamaica Plain		Mendell	20%		45%
I Brighton		Hamilton	12%		47%
IV Roslindale		Conley	27%	high	50%
VII North End		Eliot	20%	high [*]	50%
IX Dorchester		Hernandez	14%	permitted by Court	52%
VII Charlestown		Kent	16%		53%
IV Hyde Park	16%-26%	Channing	30%	high	53%
IV Mattapan		Chittick	11%	low; improved	57%
VIIIEast Boston		Bradley	85%		57%
V Dorchester		Stone	15%		58%

III	West Roxbury		Lyndon	28%		59%
IX	East Boston		Guild	21%		60%
VI	Roxbury		Emerson	17%	low	65%
V	Dorchester		Marshall	8%	low [*]	67%
VII	South End	10%-16%	Blackstone	10%		73%
IX	Brighton		Jackson/Mann	18%		74%
V	Dorchester	10%-18%	Dickerman	10%		78%
IX	Roxbury		Hennigan	18%		80%
I	Roxbury		Tobin	9%	low [*]	81%
IX	Roxbury		Hale	18%		86%
IX	West Roxbury		Ohrenberger	19%		87%
VII	South End		Hurley	15%		89%
IX	Roslindale		Haley	22%		89%
VII	South End		Quincy	14%		91%
VI	Roxbury		Winthrop	44%		94%
V	Dorchester		S. Greenwood	14%		95%
IV	Dorchester		P. A. Shaw	24%		95%
IX	Roxbury		Trotter	23%		96%
II	Roxbury		Higginson	22%		97%
III	Dorchester		Lee	25%		99%
III	Mattapan		Mattahunt	28%		99%
VI	Dorchester		Dever	34%		99%
VI	Roxbury		Mason	30%		100%
II	Roxbury		Ellis	9%	low [*]	100%
V	Dorchester		Endicott	14%		100%

TABLE 20. ELEMENTARY SCHOOLS RANKED BY PERCENT OF OTHER MINORITY STUDENTS BUSED

	AREA	RANGE OTHER MINORITY	SCHOOL	ACTUAL OTHER MINORITY	COMMENTS	BUSED OTHER MINORITY
II	Jamaica Plain		Fuller	41%		0%
IV	Hyde Park		Grew	2%		0%
IV	Hyde Park		Hemenway	0%		0%
V	Dorchester		O'Hearn	4%	low [*]	0%
V	Dorchester		Stone	9%	low [*]	0%
VI	Roxbury		Emerson	38%	high	0%
VI	Roxbury		Mason	25%		0%
VIII	East Boston		Alighieri	23%		0%
VIII	East Boston		O'Donnell	15%		0%
VIII	East Boston		Otis	20%	high [*]	4%
V	Dorchester	14%-24%	Dickerman	16%		5%
VIII	East Boston		P. Kennedy	10%		6%
V	Dorchester		Holland	26%	high [*]	7%
VI	South Boston	21%-35%	Clap	20%	low [*]	8%
II	Jamaica Plain		Mendell	42%		11%
V	Dorchester		Marshall	27%	high [*]	12%
VI	Dorchester		Russell	45%	high [*]	12%
VIII	East Boston	14%-24%	Adams	10%		12%
V	Dorchester		Fifield	9%	low [*]	12%
III	Roslindale		Philbrick	9%		13%
II	Jamaica Plain		J. F. Kennedy	58%	high [*]	13%
IV	Mattapan		Chittick	5%		14%
III	Roslindale		Mozart	5%		17%
VII	South End		Hurley	39%		17%
V	Dorchester		Mather	11%	low [*]	18%
III	Roslindale	7%-13%	Bates	15%		20%
IV	Hyde Park		F.D.Roosevelt	4%		20%
IV	Dorchester		P.A.Shaw	3%		20%
VII	South End		Quincy	46%		24%
III	Dorchester		Lee	8%		30%
IV	Hyde Park		E.Greenwood	5%		33%
VII	South End	34%-56%	Blackstone	56%		34%
VI	Roxbury		Winthrop	7%	low [*]	38%
V	Dorchester		Everett	9%	low [*]	40%
VIII	East Boston		Bradley	13%		40%
IV	Mattapan		Taylor	4%		43%
II	Roxbury		Ellis	45%		45%
IX	Jamaica Plain	26%-30%	Curley	24%	low [*]	46%
I	Brighton		Garfield	37%	low [*]	48%
I	Roxbury		Tobin	58%		48%
III	Roslindale		Sumner	4%		53%
II	Jamaica Plain		Parkman	27%	low [*]	53%
III	West Roxbury		Beethoven	8%		56%
IX	Dorchester		Hernandez	62%	permitted by Court	57%
V	Dorchester		S.Greenwood	30%	high [*]	60%
IX	Roxbury		Hennigan	44%	high [*]	63%
II	Jamaica Plain	28%-48%	Agassiz	55%	high [*]	64%
I	Brighton		Hamilton	67%		69%
I	Roxbury		Farragut	43%		70%
IX	Brighton		Jackson/Mann	40%	high [*]	72%
I	Brighton		Winship	63%		73%
III	West Roxbury		Lyndon	7%		75%

IX	Roxbury		Trotter	25%	low [*]	77%
V	Dorchester		Endicott	7%	low [*]	78%
VI	Dorchester		Dever	33%		78%
IX	Roxbury		Hale	19%	low [*]	80%
I	Brighton	40%-68%	Baldwin	66%		81%
VI	South Boston		Perkins	18%	low [*]	82%
II	Roxbury		Higginson	29%		83%
IX	East Boston		Guild	13%	low [*]	83%
IV	Hyde Park	4%-8%	Channing	9%		88%
IX	East Boston		McKay	26%		90%
VI	South Boston		Tynan	4%	low [*]	91%
V	Dorchester		Kenny	9%	low [*]	92%
IX	Roslindale		Haley	23%	low [*]	93%
VII	North End		Eliot	39%		94%
II	West Roxbury		Longfellow	28%	low [*]	94%
III	Mattapan		Mattahunt	19%	high [*]	94%
VI	South Boston		Condon	20%	low [*]	96%
VII	Charlestown		Warren/Prescott	46%		97%
VII	Charlestown		Kent	47%		97%
IX	West Roxbury		Ohrenberger	26%		97%
I	Brighton		Gardner	60%		98%
II	Jamaica Plain		Manning	19%	low [*]	100%
III	West Roxbury		Kilmer	3%		100%
IV	Roslindale		Conley	3%		100%
V	Dorchester		Murphy	5%	low [*]	100%
VI	South Boston		Perry	9%	low [*]	100%

TABLE 21. ELEMENTARY SCHOOLS RANKED BY PERCENT OF ALL STUDENTS BUSED

SCHOOL	BLACK BUSED	WHITE BUSED	OTHER BUSED MINORITY	ALL BUSED
Alighieri	0%	0%	0%	0%
O'Donnell	0%	0%	0%	0%
P. Kennedy	0%	3%	6%	4%
Chittick	0%	57%	14%	7%
Fifield	0%	45%	12%	7%
J. F. Kennedy	0%	19%	13%	9%
O'Hearn	8%	14%	0%	9%
Dickerman	2%	78%	5%	10%
Holland	7%	33%	7%	10%
Stone	1%	58%	0%	10%
Emerson	2%	65%	0%	12%
Russell	27%	0%	12%	13%
Marshall	11%	67%	12%	16%
Fuller	40%	0%	0%	17%
Otis	92%	25%	4%	24%
Adams	83%	21%	12%	25%
Bates	51%	0%	20%	29%
Farragut	15%	39%	70%	30%
Mason	0%	100%	0%	30%
Mendell	47%	45%	11%	31%
P.A.Shaw	11%	95%	20%	31%
Clap	72%	0%	8%	32%
Hurley	26%	89%	17%	32%
Ellis	13%	100%	45%	35%
S.Greenwood	12%	95%	60%	38%
Tobin	28%	81%	48%	44%
Lee	26%	99%	30%	44%
F.D.Roosevelt	84%	0%	20%	44%
Blackstone	55%	73%	34%	45%
Perkins	94%	4%	82%	46%
E.Greenwood	60%	15%	33%	48%
Taylor	52%	30%	43%	49%
Baldwin	29%	8%	81%	53%
Bradley	25%	57%	40%	54%
Philbrick	88%	0%	13%	55%
Mather	71%	28%	18%	55%
Garfield	95%	13%	48%	57%
Gardner	77%	10%	98%	59%
Hernandez	67%	52%	57%	59%
Higginson	29%	97%	83%	60%
Endicott	52%	100%	78%	60%
Perry	100%	31%	100%	60%
Winthrop	33%	94%	38%	60%
Quincy	91%	91%	24%	60%
Condon	99%	10%	96%	61%
Agassiz	86%	9%	64%	64%
Curley	85%	40%	46%	66%
Sumner	100%	7%	53%	67%
Winship	90%	20%	73%	68%
Parkman	94%	16%	53%	68%
Grew	100%	5%	0%	68%

Hennigan	68%	80%	63%	68%
Mozart	97%	0%	17%	69%
Hemenway	100%	9%	0%	69%
Hamilton	87%	47%	69%	70%
Everett	93%	3%	40%	71%
Tynan	99%	10%	91%	71%
Manning	96%	8%	100%	72%
Beethoven	99%	27%	56%	74%
Trotter	63%	96%	77%	74%
Hale	72%	86%	80%	76%
McKay	100%	37%	90%	78%
Dever	59%	99%	78%	79%
Warren/Prescott	98%	8%	97%	79%
Mattahunt	65%	99%	94%	80%
Kilmer	100%	26%	100%	81%
Kenny	99%	17%	92%	81%
Longfellow	99%	21%	94%	83%
Channing	97%	53%	88%	83%
Jackson/Mann	96%	74%	72%	83%
Lyndon	97%	59%	75%	85%
Conley	98%	50%	100%	85%
Eliot	99%	50%	94%	87%
Guild	100%	60%	83%	89%
Murphy	99%	37%	100%	90%
Kent	99%	53%	97%	91%
Haley	99%	89%	93%	95%
Ohrenberger	99%	87%	97%	96%

TABLE 22. ENROLLMENT OF OTHER SCHOOLS [EXAMINATION SCHOOLS AND SCHOOLS TO WHICH STUDENTS ARE ASSIGNED EXCLUSIVELY FOR SPECIAL EDUCATION]

SCHOOL	% BLACK	% WHITE	% OTHER
Boston Latin Academy			
grades 6-8	39%	48%	13%
grades 9-12	35%	49%	16%
Boston Latin School			
grades 6-8	29%	51%	19%
grades 9-12	19%	60%	20%
Boston Technical High	50%	23%	28%
Carter (Special Needs)	37%	26%	37%
Horace Mann (")	35%	27%	38%
McKinley (")	56%	33%	11%
School System			
kindergarten	36%	40%	23%
grades 1-5	49%	23%	28%
grades 6-8	48%	27%	25%
grades 9-12	50%	29%	21%
system total	48%	28%	25%

Bureau of Equal Educational Opportunity
The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

June 18, 1984

TO: Commissioner

FROM: Charles Glenn

RE: Special Analysis of Assignments/Enrollments in Boston

The following table shows the impact of receiving first choice on student enrollments in Boston. Whether students received their first choice had relatively little effect on the retention of Black and Other Minority students, but it did have a substantial impact on that of White students.

The general rate was 86%: of the students who were assigned in May 1983 for 1983-84, 86% of them were still in the system a year later.

PERCENTAGE OF BOSTON STUDENTS REMAINING IN THE BOSTON SYSTEM ONE YEAR AFTER RECEIVING THEIR ASSIGNMENTS*

	Black	White	Other Minority
ELEMENTARY			
Students who received first choice	92%	84%	90%
Students who did not receive first choice	90%	66%	92%
MIDDLE			
Students who received first choice	95%	89%	91%
Students who did not receive first choice	91%	75%	89%
HIGH			
Students who received first choice	91%	86%	86%
Students who did not receive first choice	83%	71%	76%

*Data for students assigned in May 83 for 1983-84. Percentages shown in table indicate portion of students originally assigned who were still in the system in May 84.

The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

December 10,1984

VARIOUS ANALYSES OF FALL 1984 BOSTON ENROLLMENT DATA

(1) Certain schools seem to serve primarily as kindergarten stations for white students who go on to non-public schools (or possibly other Boston public schools) for first grade. This was analyzed by dividing the white enrollment in grades 1-5 by the white enrollment in kindergarten. Schools offering k1 as well as k2 are starred. Listed below are 13 schools with more white students in kindergarten than in grades 1-5.

	District	K	1 - 5	1-5/K
* |Lyndon	III	115	17	.15
* |O'Hearn	V	92	22	.24
* |Kenny	V	106	29	.27
* |Kilmer	III	77	34	.44
* |Hemenway	IV	38	22	.58
* |Everett	V	50	31	.62
* |Beethoven	III	52	33	.63
* |Philbrick	III	38	25	.66
* |Clap	VI	63	45	.71
* |Grew	IV	56	42	.75
* |Longfellow	II	41	33	.80
* |Warren/Presc	VII	84	75	.89
* |F.D.Roosevel	IV	55	51	.93

(2) Many schools lose a substantial proportion of the white students assigned to them for grades 1 - 5; this is heavily affected by the transfer of white students out of the system after kindergarten. In the Spring of 1984 elementary schools were ranked by the percent of white students assigned in the Spring of 1983 to grades 1 - 5 who had failed to report in the Fall of 1983. Thus the white enrollment at the Chittick school was 69% lower in grades 1 - 5 than had been assigned. These percents were applied to the number of white students assigned in the Spring of 1984 for Fall 1984 to produce a projected white enrollment. Comparing this projection with actual white enrollment in November 1984 shows that some schools did better than projected, while others did worse. Listed below are the schools whose actual enrollments were substantially lower than projected.

Assign	Projected			Actual			# Below	%
55	43	Tobin	I	27	-28	-.51	-16	-.37
88	84	S.Greenwood	V	56	-32	-.36	-28	-.33
39	24	Lyndon	III	17	-22	-.56	-7	-.30
96	91	McKay	IX	65	-31	-.32	-26	-.28
30	28	Emerson	VI	20	-10	-.33	-8	-.28
39	56	Eliot	VII	40	1	.03	-16	-.28
24	29	Baldwin	I	21	-3	-.13	-8	-.27

Other schools had white enrollments (1-5) substantially higher than projected; note that the Chittick showed the most marked improvement by comparison with its loss of white assigned students in 1983.

29	19	Mason	VI	25	-4	-.14	6	.31
18	17	O'Hearn	V	22	4	.22	5	.32
79	62	Quincy	VII	82	3	.04	20	.33
77	64	Tynan	VI	86	11	.14	24	.37
16	17	Stone	V	24	8	.50	7	.42
67	53	E.Greenwood	IV	79	12	.18	26	.48
60	41	Blackstone	VII	62	2	.03	21	.51
29	19	Kenny	V	29	0	.00	10	.57
65	29	Marshall	V	52	-13	-.20	23	.80
13	10	Endicott	V	19	6	.46	9	.95
36	11	Chittick	IV	30	-6	-.17	19	1.67

(3) The tables in #2 are ranked by the percent change from projected enrollment to actual enrollment in 1984. The following table shows the schools with the highest percent of white students assigned in Spring 1984 who did not report in Fall 1984.

DNR 1983		1984				1984	DNR 1984	
#	%	Assigned	Projected			Actual	#	%
-15	-.38	39	24	Lyndon	III	17	-22	-.56
-14	-.22	55	43	Tobin	I	27	-28	-.51
-36	-.51	61	30	Ellis	II	33	-28	-.46
-42	-.38	114	71	Lee	III	67	-47	-.41
-3	-.04	88	84	S.Greenwood	V	56	-32	-.36
-24	-.33	62	41	P.A.Shaw	IV	40	-22	-.35
-2	-.07	30	28	Emerson	VI	20	-10	-.33
-7	-.05	96	91	McKay	IX	65	-31	-.32
-21	-.30	59	42	Winship	I	40	-19	-.32
-5	-.10	42	38	Hale	IX	29	-13	-.31
-16	-.26	55	41	Conley	IV	40	-15	-.27
-10	-.12	85	75	Gardner	I	63	-22	-.26
-6	-.11	62	55	Fifield	V	47	-15	-.24
-15	-.22	51	40	Guild	IX	40	-11	-.22
-5	-.13	39	34	Parkman	II	31	-8	-.21
-59	-.56	65	29	Marshall	V	52	-13	-.20
-21	-.16	127	106	Jackson-Mann	IX	102	-25	-.20
-15	-.32	41	28	Beethoven	III	33	-8	-.20

(4) Some schools have a persistent problem of losing white students who are assigned for grades 1 - 5. The following table gives a combined ranking for 1983 and 1984 of the percent of white students assigned who did not report. It should be noted that, of the top four, three are "special desegregation schools" designated by the Court for efforts to improve desegregation compliance.

Did not report 1983			1984				Did not report 1984			1983&1984
#	%	Rank	Assigned			Actual	#	%	Rank	Combined Rank
-15	-.38	5	39	Lyndon	III	17	-22	-.56	1	3
-36	-.51	3	61	* Ellis	II	33	-28	-.46	3	3
-42	-.38	4	114	* Lee	III	67	-47	-.41	4	4
-24	-.33	9	62	* P. A. Shaw	IV	40	-22	-.35	6	8
-59	-.56	2	65	Marshall	V	52	-13	-.20	16	9
-21	-.30	13	59	Winship	I	40	-19	-.32	9	11
-10	-.37	6	27	Hemenway	IV	22	-5	-.19	19	13
-14	-.22	25	55	Tobin	I	27	-28	-.51	2	14
-16	-.26	17	55	Conley	IV	40	-15	-.27	11	14
-15	-.32	10	41	Beethoven	III	33	-8	-.20	18	14
-44	-.69	1	36	Chittick	IV	30	-6	-.17	27	14
-15	-.27	15	55	Clap	VI	45	-10	-.18	23	19
-15	-.22	26	51	Guild	IX	40	-11	-.22	14	20
-14	-.28	14	40	Longfellow	II	33	-7	-.18	26	20
-22	-.31	12	68	Channing	IV	57	-11	-.16	29	21
-15	-.34	8	29	Mason	VI	25	-4	-.14	34	21
-14	-.18	29	81	Holland	V	66	-15	-.19	20	25
-21	-.16	33	127	Jackson-Mann	IX	102	-25	-.20	17	25
-10	-.12	39	85	Gardner	I	63	-22	-.26	12	26
-5	-.13	36	39	Parkman	II	31	-8	-.21	15	26
-6	-.11	41	62	Fifield	V	47	-15	-.24	13	27
-25	-.26	18	75	Agassiz	II	65	-10	-.13	36	27
-7	-.16	35	38	J. F. Kenned	II	31	-7	-.18	21	28

e6

The Humphrey Center
Programs and Compliance Indices
Using November 2, 1984 Enrollment Data

Black Students

Program	11/84 Comp Ind
MACHINE DRAFTIN	64.56
CHILD CARE	76.09
PLUMBING	84.74
AUTOBODY REPAIR	87.23
MEDICAL OFFICE	88.27
WORD PROCESSING	89.98
ELECTRICAL TECH	91.04
CARPENTRY	91.26
BANKING	91.26
HEATING AIR CON	91.80
AUTOMOTIVE/TRUC	93.39
COMMERICAL DESI	97.78
WELDING LABORAT	99.95
DATA PROCESSING	100.49
BUILDING MAINTE	100.77
COSMETOLOGY	100.93
ELECTRONICS TEC	102.90
DENTAL OFFICE	103.16
CABINETMAKING	104.00
NURSING ASSISTA	106.53
FASHION/INTERIO	109.67
PHOTOGRAPHIC TE	111.71
HEALTH AIDE	112.99
HOTEL/HOSPITALI	115.01
FASHION ILLUSTR	115.25
FOOD SERVICE	116.22
PRINTING	116.36
SHEET METAL LAB	117.00
MARINE & SMALL	119.47
LEGAL OFFICE PR	122.41
TELEVISION PROD	122.41
ADVANCED OFFICE	128.60
HEALTH LABORATO	131.88
MACHINE LABORAT	139.58
RETAILING,MARKE	143.81

White Students

Program	11/84 Comp Ind
DENTAL OFFICE	20.70
LEGAL OFFICE PR	26.45
MACHINE LABORAT	28.07
PHOTOGRAPHIC TE	43.29
ELECTRONICS TEC	45.76
RETAILING, MARKE	50.50
HOTEL/HOSPITALI	51.02
BUILDING MAINTE	51.48
ADVANCED OFFICE	52.91
HEALTH LABORATO	52.91
FOOD SERVICE	54.42
PRINTING	58.85
BANKING	61.08
SHEET METAL LAB	62.11
FASHION/INTERIO	70.02
MARINE & SMALL	70.25
TELEVISION PROD	72.75
COMMERICAL DESI	73.26
MEDICAL OFFICE	79.36
COSMETOLOGY	80.25
NURSING ASSISTA	81.63
DATA PROCESSING	88.49
AUTOBODY REPAIR	91.03
FASHION ILLUSTR	95.23
WELDING LABORAT	97.68
AUTOMOTIVE/TRUC	103.42
HEALTH AIDE	105.82
CABINETMAKING	108.22
MACHINE DRAFTIN	113.37
WORD PROCESSING	126.33
ELECTRICAL TECH	137.74
HEATING AIR CON	138.88
CARPENTRY	140.41
CHILD CARE	165.20
PLUMBING	211.64

Other Minority Students

Program	11/84 Comp Ind
RETAILING, MARKE	22.78
PLUMBING	27.77
HEALTH AIDE	55.55
HEALTH LABORATO	55.56
MACHINE LABORAT	59.02
FASHION ILLUSTR	60.00
TELEVISION PROD	62.50
ADVANCED OFFICE	64.81
MARINE & SMALL	73.77
CABINETMAKING	79.54
CARPENTRY	83.33
HEATING AIR CON	83.87
ELECTRICAL TECH	86.77
SHEET METAL LAB	86.95
PRINTING	97.81
FOOD SERVICE	100.00
NURSING ASSISTA	100.00
WORD PROCESSING	102.04
CHILD CARE	102.04
WELDING LABORAT	102.56
FASHION/INTERIO	102.94
HOTEL/HOSPITALI	107.14
DATA PROCESSING	110.61
LEGAL OFFICE PR	111.11
COSMETOLOGY	117.97
AUTOMOTIVE/TRUC	119.84
PHOTOGRAPHIC TE	125.00
COMMERICAL DESI	134.61
AUTOBODY REPAIR	147.05
ELECTRONICS TEC	147.38
BUILDING MAINTE	148.64
MEDICAL OFFICE	156.25
BANKING	166.66
DENTAL OFFICE	173.91
MACHINE DRAFTIN	198.47

▨ Out of compliance with Unified Plan

▓ Severely out of compliance (more than 10 percentage points from ideal)

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The Humphrey Center
Success in Enrolling Students Assigned to Programs
Presented as a Percentage (#Enrolled / # Assigned)
Percents below 100 Mean Fewer Students Enrolled than were Assigned
Percents above 100 Mean More Students Enrolled than were Originally Assigned
Adjacent Column Shows Compliance Index of Program as of April 1984

Black Students

PROGRAM	% Enrolled	Compl Ind
MACHINE DRAFTIN	47	64.56
HEALTH AIDE	54	112.99
NURSING ASSISTA	62	106.53
DENTAL OFFICE	66	103.16
SHEET METAL LAB	69	117.90
ADVANCED OFFICE	69	128.68
HEALTH LABORATO	70	131.82
AUTOMOTIVE/TRUC	79	93.39
PLUMBING	81	84.74
FASHION/INTERIO	81	109.67
ELECTRICAL TECH	81	91.04
HEATING AIR CON	81	91.80
WELDING LABORAT	82	99.95
HOTEL/HOSPITALI	82	115.01
PRINTING	82	116.36
FOOD SERVICE	85	116.22
CARPENTRY	87	91.26
AUTOBODY REPAIR	89	87.23
LEGAL OFFICE PR	89	122.41
BANKING	91	91.26
FASHION ILLUSTR	94	115.25
PHOTOGRAPHIC TE	96	111.71
ELECTRONICS TEC	97	102.90
BUILDING MAINTE	100	100.77
WORD PROCESSING	100	89.93
DATA PROCESSING	100	100.49
TELEVISION PROD	[illegible]	[illegible]
COSMETOLOGY	[illegible]	100.93
COMMERICAL DESI	107	97.78
MEDICAL OFFICE	108	88.27
CABINETMAKING	118	104.00
MACHINE LABORAT	[illegible]	139.50
MARINE & SMALL	[illegible]	119.47
CHILD CARE	[illegible]	76.09
RETAILING,MARKE	294	143.81

White Students

PROGRAM	% Enrolled	Compl Ind
DENTAL OFFICE	20	20.70
PHOTOGRAPHIC TE	22	43.29
PRINTING	30	56.85
LEGAL OFFICE PR	50	26.45
FASHION/INTERIO	50	70.02
TELEVISION PROD	52	72.75
MARINE & SMALL	52	70.25
BANKING	55	61.05
BUILDING MAINTE	57	51.48
FOOD SERVICE	60	54.42
SHEET METAL LAB	60	62.11
NURSING ASSISTA	60	81.63
AUTOMOTIVE/TRUC	60	100.42
DATA PROCESSING	67	88.49
COSMETOLOGY	71	80.25
ELECTRONICS TEC	73	46.76
ADVANCED OFFICE	75	52.91
AUTOBODY REPAIR	76	91.03
FASHION ILLUSTR	83	95.23
CABINETMAKING	90	108.22
ELECTRICAL TECH	94	137.74
MACHINE LABORAT	100	28.01
HEALTH AIDE	100	105.82
HEALTH LABORATO	100	52.91
MEDICAL OFFICE	100	79.36
COMMERICAL DESI	100	73.26
WORD PROCESSING	100	126.77
PLUMBING	114	211.64
WELDING LABORAT	114	97.60
CARPENTRY	121	[illegible]
CHILD CARE	[illegible]	108.29
MACHINE DRAFTIN	125	113.57
HEATING AIR CON	[illegible]	138.88
HOTEL/HOSPITALI	200	51.02
RETAILING,MARKE	[illegible]	58.50

Other Minority Students

PROGRAM	% Enrolled	Compl Ind
HEALTH AIDE	25	55.55
PLUMBING	30	27.77
ADVANCED OFFICE	43	64.81
HEALTH LABORATO	50	55.55
CHILD CARE	52	102.04
TELEVISION PROD	56	62.50
CARPENTRY	65	83.33
MACHINE LABORAT	66	58.82
SHEET METAL LAB	66	86.95
LEGAL OFFICE PR	66	111.11
MARINE & SMALL	69	73.77
NURSING ASSISTA	70	100.00
ELECTRONICS TEC	70	147.32
COMMERICAL DESI	70	134.61
HOTEL/HOSPITALI	75	107.14
ELECTRICAL TECH	75	86.77
CABINETMAKING	77	79.54
WELDING LABORAT	80	102.56
DATA PROCESSING	86	110.61
FOOD SERVICE	87	100.00
PRINTING	92	97.01
AUTOMOTIVE/TRUC	94	119.04
DENTAL OFFICE	100	173.91
FASHION/INTERIO	100	102.94
HEATING AIR CON	100	83.33
MACHINE DRAFTIN	100	190.47
PHOTOGRAPHIC TE	100	125.00
BANKING	100	[illegible]
COSMETOLOGY	110	117.97
MEDICAL OFFICE	115	156.25
WORD PROCESSING	125	[illegible]
BUILDING MAINTE	137	148.64
AUTOBODY REPAIR	[illegible]	147.03
FASHION ILLUSTR	150	60.00
RETAILING,MARKE	300	22.78

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The Humphrey Center
Proportional Enrollment of Females

Program	# Females Enrolled	% Females Enrolled
BUILDING MAINTE	0	0
HEATING AIR CON	0	0
AUTOMOTIVE/TRUC	1	0
AUTOBODY REPAIR	1	1
WELDING LABORAT	1	2
MARINE & SMALL	1	2
PLUMBING	2	3
ELECTRICAL TECH	5	4
ELECTRONICS TEC	9	8
MACHINE LABORAT	3	12
CARPENTRY	11	13
MACHINE DRAFTIN	3	14
SHEET METAL LAB	4	17
CABINETMAKING	8	18
PRINTING	24	35
FOOD SERVICE	42	40
TELEVISION PROD	29	40
COMMERICAL DESI	12	46
DATA PROCESSING	56	49
PHOTOGRAPHIC TE	23	52
HEALTH LABORATO	5	55
RETAILING, MARKE	17	56
FASHION ILLUSTR	14	56
BANKING	23	58
HEALTH AIDE	6	66
HOTEL/HOSPITALI	20	71
ADVANCED OFFICE	41	75
WORD PROCESSING	40	81
FASHION/INTERIO	28	82
LEGAL OFFICE PR	30	83
DENTAL OFFICE	20	86
CHILD CARE	40	86
NURSING ASSISTA	31	88
MEDICAL OFFICE	46	95
COSMETOLOGY	87	97

Bureau of Equal Educational Opportunity
The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

April 23rd 1984

TO: John Coakley

FROM: Charles Glenn

RE: Review of Magnet Vocational Program Assignments

Thank you for arranging a meeting last Thursday in your office to review with Mr. Caradonio the assignment requirements related to city-wide vocational programs.

I requested at that time that Mr. Caradonio develop an "action plan" covering measures by the school system to encourage sufficient applications from each racial/ethnic group to permit assignment of and maintenance of enrollments in each program consistent with the "admissions criteria" section of the Unified Plan. Such measures would include participation by all middle school students and ninth graders in exploratory cluster programs designed to expose them to a broad range of occupations and to encourage them to consider applying to city-wide vocational programs. It would also include career guidance efforts tied specifically to the available programs, vigorous outreach from the various programs to encourage applications, follow-up on students who express interest, assignment of staff with specific responsibility for recruitment (with an indication of what portion of their time would be or already is devoted to it), supplementary recruitment for programs for which (at the time of initial assignments) an insufficient pool of applicants from any racial/ethnic group are available, and follow-up with assigned students to increase the likelihood of their attending in the Fall.

It was my understanding from the discussion that definite problems exist in obtaining the cooperation of some headmasters and middle school and high school guidance staff, and that, currently, no staff have the primary responsibility of recruitment for city-wide vocational programs. I understand that there was considerable participation in a recent "career day," and that Boston staff will be receiving training arranged by the Department of Education on recruitment of under-represented groups to vocational programs. I'm sure you will agree that such activities, valuable as they are, must be supported by a solid commitment at the sending schools, and we will be looking for evidence of such commitment.

I agreed to state, in writing, the concerns with which we will approach the review of proposed assignments to city-wide vocational programs.

We expect that the proposed assignments to each city-wide program (the Humphrey Center and the "magnet programs" at certain high schools) will reflect the required standards. We expect that

> insufficient applications for a particular program from students of one race will result in the underenrollment of the program

and that there will be

> supplementary recruitment in the event that insufficient applications are received from students of one race.

We also expect that admissions to these programs

> shall be made on the basis of equal numbers of male and female students, so far as the pool of applications filed permits.

I went over these and other requirements of the "admissions criteria" from the Unified Plan with you and Mr. Caradonio to assure that we were all agreed about what the Court has required with respect to city-wide vocational program assignments.

I questioned Mr. Caradonio about language in his April 6th response to Report No. 2, which suggested that he believed that

> the State also calls for the adoption of procedures which will further decrease enrollments in vocational/occupational programs.

I pointed out that

(a) these procedures are required by the Unified Plan and have been since 1975; and

(b) the Court-ordered procedures are designed and intended to assure full enrollment of each program on a desegregated basis, as part of the remedy for previous violations of the constitutional rights of minority students in the vocational area in Boston. Such full enrollment depends upon vigorous and coordinated efforts to encourage applications from students of all racial/ethnic groups, male and female. It is the lack of such efforts, and in particular of cooperation on all levels of the School Department, which would result in underenrollment of any program and thus in denial of educational opportunities.

I believe that we reached an understanding about the source and nature of assignment requirements, and the efforts required to achieve compliance and full enrollment for each program. I will look forward to receiving an "action plan" from Mr. Caradonio and the proposed assignments - in early May - from you.

cc. Franklin Banks, Robert Blumenthal, Esq., Dr. David Cronin
Marlene Godfrey , James Caradonio, Boston Public Schools

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
EDUCATION/EMPLOYMENT
JAMES A. CARADONIO, Director

84-416

September 14, 1984

Memorandum to: Dr. Charles Glenn

From: James A. Caradonio, Director, Education/Employment

Re: Vocational Education Recruiting

Prior to submitting a formal Action Plan for Vocational Education Marketing, we have asked to meet with you in order to clarify State monitoring criteria.

At our meeting, I hope that we will be able to clearly agree to:

a) realistic goals and operations for a systemwide marketing program.

For example, the task to follow-up on all students expressing interest in vocational programs requires further discussion.

What does "follow-up" entail? Why all students?

b) an understanding of how the present assignment procedures are often inconsistent with standard, acceptable recruitment procedures. Professionals who recruit students, athletes, soldiers, etc. have the ability to often immediately guarantee placement. Our current process has too little "pay off potential" for both recruitors and recruitees. We wish to make some suggestions to current assignment procedures, especially regarding supplemental recruitment campaigns.

75 NEW DUDLEY STREET, BOSTON, MASSACHUSETTS 02119 • (617) 442-5200, x587, 588

c) The student market. We must clarify the student market:

(1) over 50% of all white BPS high school students are enrolled in schools or programs which exclude them from active participation in the Humphrey Center. Although some adjustments have been made to account for this, the State does not seem to be cognizant of this reality.

(2) The new Promotional Policy has had - and will continue to have - a negative impact on student participation in any extra-curricular activities or programs, including vocational education.

(3) When enrollments decline, individual schools hold on to their students quite tenaciously and discourage students from participating in any external programs. State Department reports have documented the declining enrollment of our school system.

(4) Vocational programs are voluntary. Students are assigned only if they choose programs. It is quite possible that consumers will not choose to purchase a product - even if that product is properly packaged and well-advertised.

(5) Adolescents make tentative career choices. Human development research indicates that people make firm career decisions between the ages of 24 and 44 - not 15 - 19. For the majority of high school age vocational students, their skill training programs are exploratory programs. We must administer our programs to assist students to clarify their self-images and abilities in relation to the skills required in the world of work. We are having more ability to satisfy our customers through more streamlined assignment procedures which allow students to change programs during the course of the school year.

(6) Some of our programs should have declining enrollments because there is little potential for career growth.

(7) Vocational education has a negative image. The Humphrey Center's location has a negative image for city residents

These are realities within which we must operate and set realistic goals and objectives. Any marketing program is a long-term effort - not just a one-shot blitz of information. We are utilizing our 636 funds to increase and strengthen career education in the middle schools. Our "career guidance efforts are tied to attracting students to available programs".

However, it is not our goal to "attract students to available programs". It is our goal to assist students to plan productive and satisfying lives. All our activities are means to this end. In the process of so assisting students, students will fill the programs - or we will phase out underenrolled programs in order to re-allocate funds into other high growth/high demand areas.

We are required to help students and parents change traditional viewpoints and stereotypes.

We have already completed many activities related to the planning of a comprehensive marketing plan. Since none of us has formal marketing training we are learning the trade. We also are requesting technical assistance from business and/or university resources. Please see enclosures.

d) It would help us if you could provide examples of what constitutes "vigorous outreach from the programs themselves." The use of teachers for recruitment could have collective bargaining and financial implications which we need to address prior to any implementation.

e) Time allocations

I would like to decide on procedures for responding to Court monitors which minimizes our time pent in filing out reports nd maximizes our limited time and resources to doing these needed activities.

For example, the State Department will soon conduct monitoring for Report #4. Staff assigned to work on marketing will have to lessen those activities to address State inquiries for Report #4. We need you to be aware of the impact of the monitoring process - while we aid the monitors we are not achieving tasks.

I also am enclosing a copy of the 1984-85 Key Results for our department. As you can see, we had already included several activities relating to marketing and guidance. We are spending our money and time (not enough of the former is available).

We look forward to meeting with you in order to clarify our concerns.

Enclosures

/n

c:Robert Spillane
John Coakley
Frank Banks

Bureau of Equal Educational Opportunity
The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

October 2, 1984

Mr. James Caradonio
Director, Education-Employment
55 New Dudley Street
Boston, Massachusetts 02119

Dear Jim:

I am sorry I couldn't make the meeting on September 21st, but the new requirements of the Court make it appropriate to postpone discussion until we have a chance to review the forthcoming filing of the School Department. I assume that the filing will include a plan for bringing vocational education assignments into compliance through vigorous outreach. I also want to be sure that Associate Commissioner Cronin and his staff are fully involved in assessing the plan.

However, there are several points in your letter that do deserve a prompt response. Let me start by emphasizing that we are realistic and flexible in our monitoring. For example, our reports have called attention only to the vocational programs that are sharply out of compliance; nit-picking is not our purpose. I must stress nevertheless that the task given us by the Court is monitoring for compliance, to identify problems as well as progress. We cannot negotiate the terms of compliance. The Boston Public Schools must take the initiative for any changes.

Surely the request for an effective program to increase the number of applications from all racial/ethnic groups is not an unreasonable one. The Unified Plan of 1975 required a public information campaign to (1) increase awareness of vocational/occupational education goals and programs, (2) aid parents and students to make informed choices and (3) increase enrollments to targeted levels. Pages 53 to 56 of the Plan identify specific audiences and recruiting procedures. Moreover, staff from the Department of Education have provided technical assistance to Boston. Just one example: Mimi Jones of the Greater Boston Regional Education Center delivered two inservice training sessions, on recruitment and retention, to HORC staff this past spring, and supplied them with extensive materials developed by the Division of Occupational Education. These materials, by the way, contain not only step-by-step procedures for recruiting but also numerous successful examples and models.

Nine years have passed since the Unified Plan was ordered. It is almost the end of 1984, and we hope for more than "activities related to the planning of a comprehensive marketing plan," or a litany of reasons why you can't conduct effective recruiting.

Let me address the specific points in your letter concerning vocational education assignments.

- assignment procedures - Suggestions for improvements in the procedures should be proposed to the Court, not to us, through a motion to modify existing orders. Remember that declining applications for vocational assignments accounted for a significant portion of the non-compliance noted in our last report.

- enrollment goals - The enrollment goals for the HORC have been adjusted to reflect the proportion of white students enrolled in programs which preclude participation in the HORC.

- impact of the new promotional policy on extra-curricular activities - Is vocational education an extra-curricular activity? If it is true that the new policy is having a negative impact on assignments, the Court should be alerted to a possible conflict with its orders.

- high schools discourage students from attending the HORC - Our reports have called attention to this problem, as you noted in your recent circular to headmasters.

- vocational programs are voluntary, adolescents make tentative career choices, voc ed has a negative image - Are you arguing against vocational education or the HORC?

If you believe, as I assume you do, that Boston offers valuable vocational education programs, aren't you disturbed that students are not attracted to them? Can we agree that a positive approach to vocational education outreach will benefit both the students and the vocational education programs of Boston?

Cordially,

Charles Glenn

cc: John Coakley
David Cronin
Naisuon Chu
Franklin Banks

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF IMPLEMENTATION
John R. Coakley, Senior Officer

May 25, 1984

MEMORANDUM

TO: Charles Glenn

FROM: John Coakley John Coakley

SUBJECT: ORC Assignments for 1984-85

Please find enclosed the proposed ORC assignments for 1984-85 and other pertinent information.

1. Exploratory

Printout #1 contains the numbers--and September schools of all eligible applicants. We propose to assign all:

Black	White	Other	Total
587 60%	139 14%	261 26%	987

We would monitor carefully the future applications for ORC and would allow only White applicants to be assigned until we reach 17%. We also would join ORC's marketing effort to recruit students.

In fairness, I wish to acknowledge that history suggests some of the above applicants/assignees will "drop out" of ORC by October 1, 1984.

2. Skill Development

a. The ORC tallies--first, second, third preferences--for each skill program are enclosed. Kindly note that some students may not have been eligible, e.g., a Music Major at Madison Park.

b. Skill codes are enclosed on a Student Application.

c. Proposed assignments - by program, by race and gender.

Please note on the printout:

Ampersand = a new program in Graphics for substantially separate special needs students who will not be mainstreamed

Dollar sign = students who are still carried on ORC register but who did not return applications. ORC will be directed to consult with such students and ascertain their plans

Asterisk = a relatively new program in Building Maintenance for substantially separate special needs students who are not mainstreamed.

Kindly note the ORC goals for 1984-85

	Black	White	Other
High	63%	26%	21%
Ideal	59%	21%	20%
Low	55%	16%	19%

The proposed skill development assignments, in total are

Black	White	Other	Total
1312	396	468	2176
60%	18%	22%	

d. Proposed assignments - by September schools

The printout would appear to be self-explanatory

e. Proposed assignments - by CLUSTERS

Please note that each of the eight clusters is within the range for White students, and six of the clusters are within the range for Black students.

In conclusion, we have endeavored to address issues of racial isolation and sexual stereotyping and predictable enrollment "fall-off". Our proposal for the Exploratory Program is aimed at avoiding a common criticism that we turn away applicants to the Occupational Resource Center. Our proposal for the Skill Program is consistent with the rules listed on page 3 of the April 1983 Assignment Procedures for ORC (Attachment #3).

bmj

Enclosures

cc: Office of Superintendent
Robert Peterkin
James Caradonio
Catherine Ellison
John Canty
Lydia Francis
Patricia Murray-Blume

Analysis of Extended Day Kindergarten Programs

Extended day kindergarten programs are a common and effective element in desegregation plans in Massachusetts. In addition to their educational benefits, they allow school systems to draw students to schools to which they are not assigned on a mandatory basis, and thus to enhance desegregation on a voluntary basis. Such programs in Worcester and in Springfield, for example, have made an important contribution to desegregation.

To be effective in desegregation, extended day kindergarten programs need to attract and enroll the appropriate numbers of students of each racial/ethnic group, and to have an effective linkage with the primary grades in the same school, so that parents will keep their children in the school when they have the option of returning them to a local school for first grade.

BOSTON

The extended day kindergarten programs (EDP's) in Boston are clearly attractive to parents of all racial/ethnic groups. As of April 1984 there were fifteen EDP programs with more white applicants for 1984-5 (a total of 83 students) than could be accommodated. Although Black and Hispanic parents tend to wait until Fall to register for kindergarten, there were four programs (30 students) which could not accommodate all of their Black applicants, and one (6 students) which could not accommodate all of the Other Minority students who had already applied.

Several of the programs which, last April, had an access of white applicants are located in primarily minority areas, and one of those with an excess of Black applicants is in South Boston.

Although there is strong parent demand for EDP's, problems arise in two respects in the relation of these programs to desegregation.

(1) In a few cases, more students of a racial/ethnic group are assigned to an EDP than should be, under the Court's guidelines. Instances of concern were pointed out in Report #2, and again in a memorandum from Charles Glenn to John Coakley dated April 28, 1984, included in Report #3 (volume IIA, pages 104-108).

- * the Guild School in East Boston enrolls fifteen white students in its EDP, rather than the ten which would be appropriate;
- * the Eliot School in the North End enrolls seven white students in its EDP, despite an agreement (see Report #3, IIA, 109) that no more than four would be enrolled.

At the same time, some schools enroll fewer students of a racial/ethnic group than would meet the desegregation standard. . Concern was expressed, in the April 28 memo, about Black enrollment at the Mozart, which remains low by 11 students, and at the Warren Prescott, which remains low by 7 students. Several other programs, it is fair to add, did attract additional Black students.

The memo noted the need to recruit more white students for five programs; four of these remain low. In one case, the Lee School, the substantial shortfall of white EDP enrollment is a matter of special concern, given the intended contribution of the program to meeting special desegregation requirements for that school. Last year the Black/white ratio in the EDP was 2.5:1; this year it is 6:1.

As noted above, there were 83 white applicants who could not be accommodated in fifteen EDP programs which were oversubscribed by the initial applications. Monitors were informed in April and May that a special effort would be made to reach disappointed white applicants, to encourage enrollment in the undersubscribed EDP's. An update on this effort was requested in August. So far as monitors have been able to determine, however, the kindergarten recruitment efforts which have occurred have been generalized public information notices rather than specific approaches to parents who did not receive their requested assignments.

In one instance in which no white applications were received initially but four white students are not enrolled in the EDP, the principal attributes this improvement to "word of mouth" and "networking". Such informal efforts can be highly significant, when coordinated with a concerted effort to target and reach potential enrollees.

(2) Whatever the success of enrollment strategies -- and the high level of parent demand in Boston has produced EDP enrollments which, in most instances, are satisfactory -- the impact of extended day programs upon desegregation in the upper grades depends upon the encouragement of continuing enrollment in the same school. If students leave the school and attend first grade elsewhere, especially in a non-public school, the contribution to desegregation is minimal.

The nature of the Boston student assignment plan, with different geocodes for kindergarten and for elementary grades, require the reassignment of many students after kindergarten. If a student is changing schools, there is a greater chance that he/she will attend a non-public school for first grade. Although EDP enrollment is not limited by geocode, EDP students are frequently reassigned for first grade.

Several principals told monitors that they made no effort to persuade the parents of kindergarten students to consider remaining in their schools for first grade; one questioned whether it would be appropriate to do so. Another principal makes a special effort, and seems successful in retaining many students who come to his school for kindergarten.

It is clear from the "Memorandum and Orders as to Kindergarten Desegregation" (August 12, 1977) that the Court was not initially in favor of different geocodes for kindergarten and first grade assignments, and agreed to the "separate grade structure" for kindergarten only at Boston's urging.

The Court predicted, in the memorandum, that "thousands of white children who attend public kindergartens may continue to be reinforced to switch to nonpublic schools, beginning in grade 1, when the regular geocode assignments become applicable" (page 2). Monitors have pointed out the strong pattern of "no show" assignments (Report #2, volume II, pages 94-96); while some schools have improved their ability to "hold" the students assigned to them, the problem remains a serious one (see attachment).

SUMMARY

Parents of all racial/ethnic groups show strong interest in extended day kindergarten programs, and these programs have the potential to contribute significantly to desegregation.

Most programs enroll appropriate numbers of students of each racial/ethnic group. As noted in Report #2 and Report #3, however, there continue to be instances in which more white students are assigned than should be, and others in which insufficient numbers of white or of minority students have been recruited.

Monitors found no evidence of systematic efforts to offer alternative EDP assignments to parents who could not be given their first choices, despite an understanding, at the time the assignments were approved, that such efforts would be made.

The potential contribution of extended day kindergarten programs to desegregation and to strong public school enrollments is seriously weakened by the lack of linkages between kindergarten and first grade attendance. Parents of kindergarten students should be approached in an effective way to enroll their children in either the same or another desegregated school for first grade.

The assignment of different geocodes for kindergarten than for the elementary grades works against enrollment stability, continuity of instruction, and desegregation.

Charles Glenn
November 20, 1984

OCT 17 1984

NEW ENGLAND NEWSCLIP

THE DAILY NEWS
SPRINGFIELD, MA
D. 75,559

Brightwood Draws Kids From 'All Over'

m Ed.

By KAREN M. THOMAS

Some Springfield kindergartners are traveling as far as nine miles from Sixteen Acres to attend school in the North End.

That is because Brightwood Elementary is the only school in the city to offer full-day kindergarten, school officials said. And the program has become so popular a second class has been added.

According to Superintendent Thomas J. Donahoe, the second class, part of the city's magnet program to reduce Hispanic isolation in the North End, began Monday.

The magnet program, offered on a voluntary basis, provides special services, such as the all-day kindergarten, as an incentive to reduce a high concentration of Hispanic students currently enrolled at Brightwood.

Kindergartners usually attend school in their own neighborhoods.

Caught Off Guard

School officials were caught off guard when a waiting list began to grow this fall after the 23 slots in the first class were filled, he said.

"We were recruiting all summer long and we didn't really know what the total impact of our efforts would be," Donahoe said.

Brightwood Principal Bruno Marsili said 10 slots in the second class are still open.

The classes are funded by state Chapter 636 funds, said magnet program supervisor Vivian George.

"4 Youngsters Left"

"There are four youngsters left on the list, but to accept them we have to enroll more white, non-Hispanic pupils," she said.

Donahoe said the all-day class had generated a lot of interest.

"And what we find too, is that when pupils enter the program in kindergarten, the retention factor in Grade 1 is about 90 percent," he said.

George said she did not know how many youngsters were on the waiting list before a decision was made to open another class, but "we had enough of a waiting list for a commitment to open another."

George said several youngsters are traveling from all over the city to attend the all-day class. One pupil, she said, left private school to attend the class.

Increase Learning

A 20-member study team of the Springfield School Committee had recommended last year that full-day kindergarten programs be adopted within all the city's elementary schools to allow pupils to increase their learning and to help working parents who now must find part-time babysitters.

The committee ruled in July, however, it would be too costly for the city to adopt the program all at once. The program could cost the city up to $1 million per year and would add about 40 teachers to the payroll.

Parents interested in enrolling youngsters in the all-day program should contact George or Gary Roberts at the Springfield School Department.

BEST COPY AVAILABLE

SPECIAL DESEGREGATION MEASURES

SPECIAL DESEGREGATION MEASURES

ORDERS May 3, 1976; May 6, 1977; March 21, 1978

SUMMARY

The May 3, 1976 Order designated four schools for special measures to bring them into desegregation compliance; the May 6, 1977 Order designated nine additional schools. The March 21, 1978 Order required special support for minority students at the three examination schools (see below). In November 1981 the Court accepted a voluntary compliance plan to bring Burke and Dorchester high schools into compliance. In April 1982 Boston was ordered to maintain a minimum of five staff at the Spanish bilingual program at Charlestown High School. Finally, in May 1982 the Court allowed the Tobin Elementary School to extend to the middle school grades as a pilot K-8 school.

FINDINGS Partial Compliance

There are twenty schools which have been designated by the Court for special desegregation measures.

Order	Schools	Comments
May 3, 1976	Ellis	
	Lee	
	Bradford	now closed
	Hale	now a magnet school

May 6, 1977	R. G.. Shaw Middle	
	Thompson Middle	
	P. A. Shaw	
	Emerson	
	Tuckerman	now closed
	Guild	a magnet school
	Hennigan	a magnet school
	McKay	a magnet school
	East Boston	create a "business education magnet"
March 21, 1978	Boston Latin School	"support" for minority students
	Boston Latin Academy	same
	Boston Technical High	same
November 1981	Burke High	not issued - voluntary compliance
	Dorchester High	same
April 1982	Charlestown High	adequate bilingual program
May 1982	Tobin	became K-8

Elementary and Middle Schools

Two of these schools have subsequently closed, and four are magnet schools and are discussed in the Assignments section of this report.

The Tobin School was allowed to become a K-8 school (as an exception to the uniform grade pattern) in May 1982. It was subjected to an extensive enrollment analysis in Report No. 2 (Volume II, pages 183-189); this concluded that the K-8 structure was generally a success from a desegregation perspective, with minor improvement in the overall enrollment, and desegregation compliance in grades 6-8. Subsequent monitoring found a problem of articulation between the elementary and middle levels, with students in grade 5 receiving no preference over other District I students for assignments to grade 6. This was partially corrected for 1984-85 assignments. Fall 1984 enrollments show no significant change; the upper elementary grades are somewhat more desegregated than in Fall 1983, but the primary grades are less desegregated.

Four elementary and two middle schools were designated, in 1976 and 1977, for special desegregation measures without further specification. These schools were monitored extensively in Report Nos. 2 and 3. It was concluded that there was no concerted effort to make these schools more able to attract and retain the White students needed, in each case, to achieve compliance with the permitted range. The Pauline Shaw and Lee Schools were in compliance, in large part, because of program factors and "word of mouth" among parents, while the Ellis and Emerson Elementary Schools and the Shaw and Thompson Middle Schools were out of compliance, with no efforts under way to correct this.

White enrollment of the Shaw improved substantialy in 1984; that of the Thompson and four elementary schools worsened.

In November the Department of Implementation proposed funding a recruitment program, on condition that the funds not be taken out of the 5.3 million which Boston receives annually under Chapter 636, the States desegregation funds. This replaced a proposal developed in April which failed to find a place on Boston's list of priorities for the use of these funds. The proposal will be funded out of the statewide Chapter 636 reserve, but Boston has been informed that recruitment must be a priority for funding in 1985-86. Also in November, the District II community superintendent began a recruitment effort which will attempt to bring the Ellis School into compliance and to increase White enrollment in other schools in the district.

High Schools:

Boston gave the Court a voluntary compliance plan for the Burke and Dorchester High Schools in November 1981. Report Nos. 2 and 3 found substantial progress in program improvement and recruitment at both schools, with Dorchester ahead in facility renovations and the development of new vocational offerings. Current monitoring found that all problems identified at Dorchester High had been addressed successfully, and the school is in compliance with the permitted range.

Facility improvements at Burke High were started very late, but are now under way. Efforts are also under way to address the need for a distinctive "magnet" offering to increase White enrollment as well as contribute to the educational effectiveness of the school. Safety and security issues are being addressed. The ninth and tenth grades are in compliance with the permitted range, and overall enrollment of White students is close to it. Of 92 White students assigned, 78 are enrolled, another indication of progress in creating a safe and educationally-positive environment.

Boston was ordered on May 6, 1977 to create a "business education magnet" at East Boston High. Past reports have shown that this program, despite its attraction of a substantial number of minority students, had been implemented very inadequately. Some signs of progress were commended in Report No. 3. The school administration is now moving to strengthen the program in a coordinated way, but has not received the systemwide resources and support which are needed. (See attachment)

The number of students currently enrolled in the Charlestown High Bilingual Program is 91. This represents an increase of 50% from the 1982-83 school year, when the enrollment was 60. There are five professional staff assigned, as ordered.

CONCLUSIONS/RECOMMENDATIONS

Dorchester and Burke High Schools are commended for significant improvements in programs and school climate, and for efforts to attract and retain white students to comply with the desegregation requirements.

East Boston High School is commended for facing the need for implementation of the original commitment to a business education magnet, for planning significant improvements in the program, and for seeking the resources to complete this task.

The Department of Implementation and District II are commended for their plans to begin a process of outreach to parents to increase desegregated enrollments in selected schools.

1. There is still a need for concerted recruitment efforts, and they should be a priority for the use of Chapter 636 funds allocated to Boston. Outreach to parents should be on the basis of a clear statement of the educational mission and offerings of each school; experience in other desegregating cities in Massachusetts indicates that this essential step should involve teachers and parents.
2. The facility improvements at Burke should be completed, and a distinctive program offering developed and supported.
3. The Central Office should provide the resources and support necessary for full implementation of the business education magnet at East Boston High.

EXAMINATION SCHOOLS

ORDER May 10, 1975, pages 48-49; May 3, 1976, page 18; March 21, 1978, page 6

SUMMARY

"The School Department shall...institute and conduct programs (a) to make all students in the system aware of the admission requirements and type of instruction offered at the examination schools, and (b) to recruit black and Hispanic appli-cants to the examination schools in future years. Any tutorial programs given to prepare students for entrance examinations shall be conducted on a desegregated basis, as shall advanced work classes (if they are to be continued). Any enrichment and remedial programs for students admitted to or enrolled in the examination schools shall be available and conducted on a desegregated basis. There shall be no tracking of students within the examination schools which results in racially segregated classes." (May 10, 1975)

"Assignments to the examination schools shall be made . . . exclusively from among students ranking at or above the 50th percentile . . . on two ranked lists of students who took the Secondary School Admission Test . . . . Applicants shall be divided into two groups: group A shall comprise black and Hispanic students; group B shall comprise all other students. Students shall be accepted according to their ranking, in the following order of priority: (1) from group A, 35% of students accepted at each level of admission at each examination school . . . provided that a lesser number of students from group A may be accepted at any level if an insufficient number rank at or above the 50th percentile . . . ." (May 3, 1976)

"The superintendent of schools shall (1) review the need for additional support services at the examination schools, including guidance and counseling, summer orientation and screening, professional and peer tutoring and remedial instruction, (2) develop additional support services as needed and (3) file a report with the court and parties . . . ." (March 21, 1978)

FINDINGS Partial Compliance

The three examination schools were monitored closely in Report Nos. 2 and 3; the monitoring included interviews with staff, with present and former students, and repeated discussions with administrators. In Report No. 3 detailed recommendations were made for each school. The primary focus of these recommendations was to address the problem of high rates of non-promotion and non-retention of Black and Hispanic students at Boston Latin Academy and Latin School.

Monitoring for Report No. 4 concentrated on documenting progress in implementing the recommendations made in Report No. 3.

Monitors noted, in all three examination schools, a recognition by the school administrators that retention of Black and Hispanic students was a real problem, and also noted attempts by them to address this problem. To date their efforts have been provisional, supported by "soft" funds or by temporary reassignments, and without strong and consistent Central Office support.

Plans have been developed for the improvement of the preparation for examination schools provided by the Advanced Work Classes/Academically Talented Sections. With the exception of a few improvements in teacher training and support, and a State-funded program through the University of Massachusetts to work with Hispanic students, these plans have not been implemented by Boston.

Some improvements have been made by Boston Latin and Boston Technical High Schools in the use of summer orientation programs to identify those students who might develop difficulties, and to provide skills for success. These improvements have been made within existing resources.

There has been some improvement in procedures for assisting and following up on students requiring extra support at all three schools. Technical High School has been allocated an additional teacher to provide English as a Second Language support. No school has been provided additional guidance counselors or clerical support. Some additional tutorial services have been planned with State funds. It is too early to assess the effect of the new procedures and resources.

To date there have been no fundamental or permanent changes in the support available to students experiencing academic failure. The measures planned, while valuable, do not yet constitute a comprehensive effort supported by the Central Office to address this issue.

There has been no response to two recommendations. Information should be collected systematically on the reasons individual students leave the school before

82

graduation, and used to develop effective strategies to retain more minority students.

In addition, each school should develop a plan to assure that all staff have positive attitudes toward the enrollment and retention of minority students. Monitors were told that school administrators had only a limited ability to deal with problems of staff attitude. Less has been done, in this respect, than in many desegregating schools in Boston and elsewhere in Massachusetts.

CONCLUSIONS/RECOMMENDATIONS

The headmasters of the three examination schools and the community superintendent are commended for a frank recognition of the problem of support and an attempt, within the resources and authority available to them, to address this problem. The director of the Advanced Work Class/Academically Talented Sections is also commended for developing a plan to make them more effective in preparing students for the examination schools, and for working to improve cooperation between staff of the programs and of the examination schools.

1. The measures to strengthen the AWC/ATS should be implemented in full, to assure that students entering the examination schools from the Boston Public Schools have a preparation equivalent to that of students entering from non-public schools.

2. Support services, including tutorial and counseling support, for students in the examination schools should become a regular and permanent budget item.

3. There should be systematic interviewing of students leaving the examination schools before graduation, and use of this information to strengthen the program and the support provided.

4. There should be a frank recognition that the attitudes of some staff create problems for the retention of minority students, as confirmed by the extensive interviews conducted for Report No. 3, and a commitment to find an effective solution to this problem.

BOSTON DESEGREGATION REPORT #4
SPECIAL DESEGREGATION MEASURES
VOLUME II ATTACHMENTS

Burke and Dorchester

1. Two Letters, one each to Schwartz, Holland
2. Two Reports to M. Griffith, one each from Schwartz and Holland
3. One Letter from Coakley Re: Dorchester/Transportation

EXAM SCHOOLS

1. Three letters to headmasters
2. Two Reports: Tech/AWC/ATS
3. Two Charts: BLS/BLA
4. One Chart BLS drop-out rate
5. Four memos: McManus, Beattie, Lane

EAST BOSTON BUSINESS MAGNET

1. Letter to J. Poto
2. One Action Plan
3. One CPC Report
4. Non-compliance Issues Report
5. Three letters from Poto to parents, Caradonio, Laquidara

The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

September 25, 1984

Mr. Albert Holland
Headmaster, Burke High School
60 Washington Street
Dorchester, Massachusetts 02121

Dear Mr. Holland:

The Department of Education is commencing the fourth round of monitoring under the Orders of Disengagement of December 23, 1982.

As you are aware, the Department is monitoring compliance at the Burke with the plan developed in response to the Court's requirement in November 1981 of special measures "to meet the Court's dual objective of desegregation and enhancement of educational opportunity."

Our last report (submitted on July 15, 1984) made the following findings regarding the Burke:

- The programs available at the Burke, while improving, still do not constitute an effective magnet offering which could draw students;
- facility improvement had not yet begun;
- no major recruitment efforts had yet been undertaken; and
- the large number of LA/B students may impair the Burke's ability to mobilize resources for educational improvement.

The Report made three recommendations regarding the Burke.

1. Facility improvements should proceed on a priority basis.
2. The computer offerings should be developed into a distinctive and attractive program.
3. There should be additional staff support if a disproportionate number of LA/B students with behavior problems continues to be enrolled.

A fourth recommendation, that Boston should make student recruiting efforts a clear priority, is also relevant for the Burke.

For this monitoring period we are requesting that you develop an "action plan" that provides details--activities, staff responsible, timelines--for fulfilling the special court order and the recommendations listed above. The action plan will be the basis of any further Departmental oversight deemed necessary by the Court.

I will call you to schedule a visit to the Burke at a time convenient to you. I would like to review the action plan with you and any other school officials you believe appropriate during that visit.

It has been a pleasure to observe the Burke's progress, and I look forward to my next visit. Thank you for your cooperation.

Sincerely,

Judith Taylor

cc: Robert Spillane
John Coakley
Mildred Griffith
Charles Glenn

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
DORCHESTER HIGH SCHOOL

STANLEY SWARTZ
HEADMASTER

TO: Mrs. Mildred Griffith, Community Superintendent, District V

FROM: Stanley Swartz, Headmaster, Dorchester High School

DATE: October 22, 1984

RE: Addendum to Current School Safety and Security Plan

As you are well aware approximately 95% of the student population at Dorchester High School walk each day to and from school. Therefore, it is appropriate, that some measures be employed to insure their safety. The following addendum to our 1984--1985 Safety Plan addresses measures designed to insure the safety of those walking students.

I. Students, when crossing Roberts Field between the High School and Washington Street have been instructed to:-
   a. Walk together in a group (prior incidents have occurred when students were travelling alone);
   b. Walk in front of the grandstand;
   c. Arrive to school on time;
   d. Practice vigilance and
   e. Report all incidents and suspicious persons;

II. School Staff
   a. are assigned duty on the school grounds at the front entrance to the school;
   b. all student movement and early dismissals are monitored by the school staff;
   c. the administrative staff has developed a general awareness and concern for the walking student and makes every effort to monitor their activities.

III. The Department of Transportation: has assigned a vehicle to transport students who are dismissed during the school day.

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IV. The Department of Safety Services have assigned:-

- a. Three (3) uniformed Officers to Dorchester High School.
- b. Their duty includes monitoring student movement across the field - - they have been strategically positioned for high visibility.
- c. A fourth Officer is available at dismissal.
- d. One (1) Officer walks with the group from the school across the field.
- e. One (1) Officer is positioned at the tennis court which provides a good vantage point.
- f. One (1) Officer is stationed on Dunbar Avenue in the vicinity of the Fifield School.
- g. A marked Boston School Police cruiser is available on regular patrol on Washington Street (Codman Sq. area).

The above provisions have been in effect since last October and have been relatively effective in terms of substantially reducing the number of incidents involving walking students.

SS:jmf

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September 28, 1984

TO: Mildred Griffith, Community Superintendent
FROM: Albert D. Holland, Headmaster
RE: September Status Report

Opening of School:

The opening of school this year was one of the smoothest and most organized at the Burke. Students have been very cooperative and well-behaved in returning to school. All students received an orientation in their homerooms and a general assembly orientation by grade on the new standards of behavior and the school-based rules. A welcoming letter including the school-based rules and the standards of behavior was mailed to every parent. Essentially, a positive and cooperative tone has been set in the building between teachers and students.

Presently, we are in the process of student schedule changes which should be completed by the first week in October. After this date, no program changes will be made unless for a disciplinary reason.

Staffing:

Staffing needs have been completed with all positions filled. The new staff have been assisted by department heads and have adjusted quite well. Staff morale appears to be good with teachers setting higher expectations for students under the new curriculum objectives. There has been one teacher who has been on an extended absence due to a back injury. If his absence is prolonged, this may have an impact on typing and computerized accounting classes.

We have just instituted a supervisory and evaluation training workshop for all department heads through the University of Massachusetts/Boston. Dr. Ann DePlacido has agreed to meet weekly with our department heads and other administrative staff to discuss staff development, supervisory techniques, and curriculum development. This has been most beneficial to administrators who have requested formal supervisory training on the graduate level through the university.

Thomas Hennessey, Senior Advisor to High Schools, has made two visits to assist us and to make resources available as we need them.

A 3-credit (optional) graduate computer course is present-being offered for staff and other school department staff every Wednesday after school at the Burke. The computer workshops will be an on-going program through out the year for District V teachers under the cooperation of the Burke, University of Massachusetts, and the District V Teacher Center.

Renovations:

The renovations are proceeding with the painting, plumbing and outside landscaping underway. The delay now is with the approval process which must be agreed upon by the architects, Public Facilities and Planning and Engineering. Most of the work will be coordinated at weekly meetings held every Tuesday afternoon with the architects and the Headmaster.

The major delay was due to the City Hall Law Department which held the contract until late July. Therefore, no work was started until August, and then that was only the painting contract.

The delay of the contract and the approval process have not helped; however, we are much more optimistic now that the renovational project is finally underway.

Custodians:

The custodial preparation of the building for the opening of school as not completed until the last moment. This has been an on-going problem here to properly clean the building, such that the supervisor of custodians had to come out to the building to personally supervise.

There were unavoidable problems due to the painters working in the building at the same time; however, there were sections of the building that should have been completed and were not. School was only able to open with proper maintenance because the custodians had to work during the Labor Day weekend.

I realize that the senior custodian is in charge; however, it appears that the senior doesn't have the authority to get the job done. I tried to meet with all the custodians, but was later informed that this violated their contract.

All I have requested is a clean building for my students and faculty. If this is not possible, then I would like to submit a proposal to secure an outside cleaning firm that would properly clean the building and would in the long run be more cost effective than the present situation.

Magnet Programs:

It is the feeling of the administration that the Jeremiah Burke School now has the resources to offer our computer education program on a citywide magnet basis. We currently have three computer rooms in operation with another room awaiting electrical wiring. This will total four computer rooms equipped with Apples, Digital Rainbows, and IBM PCs. The teacher training workshops are increasing the number of teachers who have been exposed to the computers. Also, more subject area teachers will be trained to operate the computers and to use the software for their classes.

Our business partner, New England Life, will assist the Burke as we celebrate our 50th year of service in the community and as they celebrate their 150th anniversary. New England Life has planned to contribute a fully equipped high tech classroom for the training of business education students in office machines and computer operations. Their plans also include a modernization of the school library on the same wing.

The Burke Ninth Grade Cluster Program has now entered its third year of operation. A full-time cluster coordinator and seven teachers meet weekly with the Assistant Headmaster(Curriculum), Math and English Department Heads, and a curriculum consultant from the University of Massachusetts. Cluster teachers have scheduled a weekly agenda to address implementation of the new citywide curriculum objectives, the new promotional policy, parental involvement, basic skills, testing, student discipline, and student evaluations.

The cluster has shown positive results in the areas of attendance, achievement, and discipline. At the end of the 1983-84 school year, it was noted that the non-repeating 9th grade students attained a higher average daily attendance than any other grade. Metropolitan achievement test scores also showed a significant improvement in grade 9 over the previous year. Fewer discipline problems evolved in the cluster as a result of the structure of the program and the regular teacher/student consultations.

Last year, the cluster was able to develop several new projects. Through a team leadership approach, every ninth grade student met at least twice a semester with his/her subject area cluster teachers to discuss report card grades, attendance, and behavior. Teachers were able to observe that this regular monitoring served as an early warning or as a support mechanism for students in jeopardy of failing. The cluster coordinator and teachers have already begun to identify repeaters who are in need of counseling or parental conferences. These students will be scheduled for October meetings.

On September 27, 1984, all freshmen participated in a Higher Education Awareness program held at the Burke. Under the school plan of the Boston Compact, this was the first of several seminars to be hald for freshmen on planning career and educational goals. Interesting and informative presentations were made by guidance staff, the School Development Officer, and volunteers from Roxbury Community College, School Volunteers, and the University of Massachusetts.

Chapter 636 Programs

The following 636 projects will be offered during the 1984-85 school year:

University of Massachusetts/Burke Computer Training Program

The third year of implementation of a staff training program in computers has already begun. The project will fund a part-time computer resource person, consultants, and software to be used to enhance the quality of the computer magnet program being offered here at the Burke.

On September 19, 1984 a new graduate level course in Basic was opened to teachers at the Burke, Dorchester High, and District 7 Middle schools. With the

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assistance of the District V Teacher Center, New England Life, and other computer software companies, a series of workshops and courses in computer operations will be offered throughout the course of the year.

University of Massachusetts/Burke Photography Program

Due to substantial reductions in the budget, the photography program will no longer be considered a magnet program. A full-time BPS teacher will instruct five classes in the fundamentals of black and white photography and darkroom techniques. The university will be used to fund the program and to provide its resources for our students.

Unity Through Creativity

This project will enter its third year at the Burke. A part-time instructor from the company is scheduled for four classes in dance, movement and therapy, and theatre arts with regular and special needs students. Creative consultants and technicians are hired through the company to prepare students for two school/community productions.

Institute of Contemporary Art

A new project for the Burke last year, the Arts in Education project was an exciting program for five art classes and their teacher. Students participated in a one-day a week program for twenty weeks with an instructor from the ICA. The project also provided four artists, materials, field trips to the museum, and a final photo-documentation of students' work. The project has been funded for a second year at the same level.

VII. Parent/Community Outreach

The Burke School Parent Council held its Elections/Open House on September 20th in the evening. We were pleased to have every parent who attended volunteer to serve on the SPC Executive Board or a committee.

The Burke Collaborative will meet on October 3, 1984 here at the school. The goals of the Collaborative, this year, include strengthening parental involvement, improving the image of the school (monthly press releases), and establishing an adjunct Human Services Collaborative.

VIII. Supplies

There has been a major dealy in receiving paper supplies for 1984-85. Out of necessity to provide teachers with paper for classwork, I have borrowed paper from other schools. We have completely run out of xerox and duplicating paper. After contacting the supply room at the Campbell Resource Center, we were told that the general delivery had not yet arrived.

IX. Student Attendance

See attachment.

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THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF IMPLEMENTATION
John R. Coakley, Senior Officer

November 13, 1984

MEMORANDUM

TO: Joseph McDonough

FROM: John Coakley John Coakley

SUBJECT: Transportation and the Magnet Programs at Dorchester High School

I would like to think that a reasonable person examining this paper would appreciate that we in the Department of Implementation have tried to treat Dorchester High School's transportation needs evenly and fairly. The following analysis is comparable to the one I provided in August or September when Mr. Swartz sought yellow-bus transportation for all, most or some students in the magnet programs at Dorchester High School.

I am particularly sensitive to the desegregative needs and court orders of Dorchester High School and would not ignore them. I also am sensitive to the need to be fair to ALL students, ALL schools and ALL taxpayers. My annoyance is showing because I have had to devote some of my weekend--time I badly needed for the Long Range Plan and the Unified Facilities Plan--to prepare an analysis no different from one of some weeks ago. (Of course, if I were not doing this analysis, I'd probably be studying the latest disciplinary or safety transfer request to emanate from Dorchester High School.)

Magnet School Attendees (10/25/84) - Dorchester High School

Home District V	Black	White	Other	Total
Walkers	28	16	6	50
T Passes	7	8	4	19
Yellow Bus	0	0	0	0
TOTAL	35	24	10	69

All Other Districts	Black	White	Other	Total
Walkers	15	0	5	20
T Passes	38	0	3	41
Yellow Bus	0	3	0	3
TOTAL	53	3	8	64

26 COURT STREET, BOSTON, MASSACHUSETTS 021[illegible] • 726-6200, EXT. 5500, 726-6555, EXT. 5500 AREA 617

1. More than half the students in the magnet programs at Dorchester High School reside in District V. They are treated the way we treat the regular education and bilingual education students at Dorchester and Burke High Schools and at a significant number of other high schools which are accessible to good MBTA service and which are not racially isolated.

2. District V is a compact geographic district. Anyone living west of the Murphy School or south of the Cleveland and Holland Schools resides within the two miles limit.

3. Certain parts of District III (near the Lee and Lewenberg Schools) and District IV (near the Mattahunt School and almost to the Chittick School) are within two miles of Dorchester High School.

4. MBTA service to Codman Square via bus service or trolley service from Dudley, Egleston, Mattapan and Ashmont is very reasonable. All but nine of the Black and Other Minority students who do not reside in District V live within or extremely near one of the above terminal-areas. I do not think that these students are inconvenienced (or inhibited from attending Dorchester High School) because they are only provided MBTA passes.

5. The three white students who reside outside District V are a considerable distance from the school and arguably for one reason or another might be inhibited from attending Dorchester High School unless they were provided yellow-bus service. They are provided yellow-bus service.

Remember, the purpose of recently-developed magnet programs at Dorchester High School was to encourage a better racial/ethnic mix at the school. I don't see how providing yellow-bus service to Dorchester High School to students currently not really in need of it will enhance the racial/ethnic mix at the school now or in the future. What it will do is begin a dramatic system-wide increase in costly yellow bus service (and not necessarily better service either) at a time when we must contain costs probably by shifting more high school students to MBTA service, not away from MBTA service.

Please put this topic to bed!

bmj

cc: Office of Superintendent
Mildred Griffith
James Caradonio
Stanley Swartz
Robert Dentler
Charles Glenn

Bureau of Equal Educational Opportunity
The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

File

September 25, 1984

Mr. Stanley Schwartz
Headmaster, Dorchester High School
9 Peacevale Road
Dorchester, Massachusetts 02124

Dear Mr. Schwartz:

The Department of Education is commencing the fourth round of monitoring under the Orders of Disengagement of December 23, 1982.

As you are aware, the Department is monitoring compliance at Dorchester with the plan developed in response to the Court's requirement in November 1981 of special measures "to meet the Court's dual objective of desegregation and enhancement of educational opportunity."

Our last Report (submitted on July 15, 1984) found that most of the previously identified problems at Dorchester are or have been resolved. The Report did note:

- Safety problems outside the building that may deter students from attending; and
- a small number of White applicants to Dorchester despite an ambitious recruiting effort.

The Report made one recommendation regarding Dorchester:

- Safety must be improved for students walking to Dorchester High School.

For this monitoring period we are requesting that you, in conjunction with other appropriate school officials, develop an "action plan" that explains in detail how Dorchester (1) will maintain the improvements that have already been accomplished, and (2) will remedy the problems regarding safety and recruiting noted above. The action plan will be the basis of any further Departmental oversight deemed necessary by the Court.

I will call you to schedule a visit to Dorchester at a time convenient to you. I would like to review the action plan with you and any other school officials you believe appropriate during that visit.

It has been a pleasure to observe Dorchester's progress, and I look forward to my next visit. Thank you for your cooperation.

Sincerely,

Judith Taylor

cc: Robert Spillane
John Coackley
Mildred Griffith
Charles Glenn

The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

September 28, 1984

Dr. Robert Binswanger
Headmaster, Boston Latin Academy
141 Ipswitch Street
Boston, Massachusetts 02115

Dear Dr. Binswanger:

The Department of Education is commencing the fourth round of monitoring under the Orders of Disengagement of December 23, 1982.

As you are aware, the Department is monitoring compliance with the Order of March 21, 1978 requiring development of "additional support services as needed." In Report #2 (February 1, 1984) the State Board identified support for minority students at the exam schools as one of the critical monitoring issues that will be used to evaluate proposals for modifications from the Boston Public Schools.

The Department was pleased to receive evidence of Boston's commitment to improved support for minority students in the form of "Plans for Retention of Minority Students" submitted by Superintendent Spillane on May 29. We would like to commend Boston Latin Academy for a comprehensive and essentially sound plan. We have reviewed the Plan, and our review indicates the areas in which further action by the Boston School Department will be needed for a satisfactory response to the Department of Education's concerns.

We would like to schedule a meeting with you to assist your development of a plan that does address the Department's remaining concerns. We will use this plan as the basis of any further monitoring authorized by the Court. The attached "Review of BLA Plan of May 29" summarizes the Department's response, and indicates areas in which the BLA Plan will need revision or expansion. We would also like to use this meeting to monitor those elements of the BLA Plan that adequately address Departmental concerns. These elements are also identified in the attached "Review."

I will be visiting Latin Academy along with Nan Stein and Judith Taylor. Would October 9 be convenient? I realize this is short notice, but believe it is important to discuss these matters with you as soon as possible. Please call me at 770-7303 to affirm the 9th or arrange a new date.

Thank you for your cooperation.

Sincerely,

Franklin Banks
Special Assistant to the Commissioner
on Boston Desegregation

Attachment

cc: Robert Spillane
John Coakley
Roger Beattie
Charles Glenn

The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

September 28, 1984

Mr. Michael Contompasis
Headmaster, Boston Latin School
78 Avenue Louis Pasteur
Boston, Massachusetts 02115

Dear Mr. Contompasis:

The Department of Education is commencing the fourth round of monitoring under the Orders of Disengagement of December 23, 1982.

As you are aware, the Department is monitoring compliance with the Order of March 21, 1978 requiring development of "additional support services as needed." In Report #2 (February 1, 1984) the State Board identified support for minority students at the exam schools as one of the critical monitoring issues that will be used to evaluate proposals for modifications from the Boston Public Schools.

The Department was pleased to receive evidence of Boston's commitment to improved support for minority students in the form of "Plans for Retention of Minority Students" submitted by Superintendent Spillane on May 29. We have reviewed the plan for Boston Latin School, and find serious problems in it in addressing the Department of Education's concerns.

We would like to schedule a meeting with you to assist your development of a plan that does address the Department's remaining concerns. We will use this plan as the basis of any further monitoring authorized by the Court. The attached "Review of Boston Latin School Plan of May 29" summarizes the Department's response, and indicates areas in which the Boston Latin School Plan will need revision or expansion. We would also like to use this meeting to monitor those elements of the Boston Latin School Plan that adequately address Departmental concerns. These elements are also identified in the attached "Review."

I will visiting Boston Latin School along with Dan French, Maureen Wark and Paula Willis. Would October 15 be convenient?

I realize this is short notice, but believe it is important to discuss these matters with you as soon as possible. Please call me at 770-7303 to affirm the 15th or arrange a new date.

Thank you for your cooperation.

Sincerely,

Franklin F Banks

Franklin Banks
Special Assistant to the Commissioner
on Boston Desegregation

Attachment

cc: Robert Spillane
John Coakley
Roger Beattie
Charles Glenn

The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

September 28, 1984

Mr. Christopher P. Lane
Headmaster, Boston Technical High School
205 Townsend Street
Dorchester, Massachusetts 02121

Dear Mr. Lane:

The Department of Education is commencing the fourth round of monitoring under the Orders of Disengagement of December 23, 1982.

As you are aware, the Department is monitoring compliance with the Order of March 21, 1978 requiring development of additional support services as needed. In Report #2 (February 1, 1984) the State Board identified support for minority students at the examination schools at one of the critical monitoring issues that will be used to evaluate proposals for modifications from the Boston Public Schools.

In its last two reports, the Department has made the following recommendations regarding Boston Technical:

1. There should be mandatory summer orientation program with a diagnostic component or follow up of students unable to attend.
2. There should be a systematic procedure for identifying, referring and following up students in need of support services. These services, especially counseling, should be expanded, improved and provided during school hours.
3. There should be systematic investigation to determine whether the attitudes of some staff discourage students from persisting at the exam schools, and a plan submitted describing how verified problems will be resolved.

Regarding recommendation #1, we were pleased to learn that this year's summer orientation was extended to five days, and included a significant diagnostic component as well as study skills classes. Request: Please describe your plans to identify students in need of support services who did not attend summer school.

We have several requests regarding recommendation #2.

a. Please describe your plans for a systematic procedure for identifying, referring and following up students in need of support services.

b. Please describe the specific support services that will be available during this school year.

c. Will there be an ESL teacher at Tech this year?

d. Will there be a peer tutoring program this year? If so, please describe it.

e. Have you obtained the services of three additional counselors from the Human Services Collaborative?

f. Has a study skill curriculum been developed?

Regarding recommendation #3, we have one request. Please describe your plans to investigate and remedy, if necessary, attitudes among staff that discourage students from persisting at Tech.

I will be visiting Tech this fall along with Judith Taylor. Would October 16 be convenient for you? Please call me at 770-7303 to arrange the date.

Thank you for your cooperation.

Sincerely,

Franklin J Banks

Franklin Banks
Special Assistant to the Commissioner
on Boston Desegregation

cc: Robert Spillane
John Coakley
Roger Beattie
Charles Glenn

BOSTON TECHNICAL HIGH SCHOOL

Although Boston Technical High has never had as high an attrition rate among Black and Hispanic students as the two Latin schools, it is still under Court orders to recruit and provide appropriate supports to Black and Hispanic students. It has also suffered from some of the same problems cited for the two Latins in providing adequate recruitment and support -- lack of financial and other resources, inadequately prepared and informed in-coming students, poorly coordinated counseling and outside referral services, and a weak and poorly attended summer orientation. In addition, Boston Technical High has also had a problem in providing adequate language support services to a growing number of limited English proficient students.

In response to these concerns, Boston Technical High has:

1) become involved in the Direct Student Services Collaboration which provides counseling and referral services in conjunction with a number of human services agencies;

2) established a peer tutoring program after school, and some informal peer tutoring during the school day;

3) developed a study skills component to the summer orientation and infused study skills into the regular curriculum;

4) developed a diagnostic procedure to be carried out during the summer orientation to identify students in need of remedial help, and coordinated test data on other students not attending summer orientation to determine remedial needs. Students are also monitored if they receive warning notices, and are strongly encouraged to participate in one of the support services described above.

5) added an ESL teacher to work with limited English proficient students.

While Boston Technical High has made significant efforts to develop a comprehensive support procedure which will follow students throughout their academic and other difficulties, the success of these efforts in terms of reducing drop-outs and increasing achievement has yet to be clearly demonstrated.

PREPARATION/RECRUITMENT

Advanced Work Class/Academically Talented Sections

In previous monitoring reports monitors have cited substantial inadequacies in the systemwide AWC/ATS programs which feed students into the examination schools. Although students admitted to the examination schools come from almost all middle schools in the system, and many others from parochial and private schools, the AWC/ATS program has clearly been designed (with its gr. 4,5,6 structure) as a conduit for students going to the examination schools. Monitors have, in the past, recommended the following improvements:

1) the development of an appropriate identification and selection process replacing the existing one which relies solely on achievement test scores.

2) the development of a differentiated curriculum which is appropriate for academically able students

3) the development of a training program for AWC/ATS teacher, who to date have received no special preparation for teaching gifted and academically able students , and an appropriate teacher evaluation procedure.

4) the development of strong links between the AWC/ATS program and the examination schools to improve curriculum and teaching strategies and to enhance recruitment efforts and program information flow.

5) improvement of the poorly developed Spanish AWC/ATS component.

In response to these concerns Boston has taken the following actions to date:

1) The AWC/ATS Director has developed proposals for a new multiple-criteria identification process, as well as a new city-wide selection process (see appendix __). Though this proposal has been examined and tentatively supported by representatives from the Department of Education's Office of Talented and Gifted, and EEO, it has still to be finalized and approved by Boston itself. Monitors will continue to look for closure on this issue.

2) While Boston has taken some initial steps to identify appropriate materials for AWC/ATS classes, a differentiated curriculum is still not in place. Plans to hire a national authority on curriculum development for gifted students fell through when funds were not appropriated as expected. Efforts to hire the same authority and to continue to develop the needed curriculum are still planned. In addition, a 'Children's Literature' program, developed in conjunction with Lesley College and appropriate for academically able students, has been disseminated and is being used in several schools with AWC programs.

3) Teacher training for AWC/ATS teachers is being conducted in several ways:

a) through a Lesley College graduate credit seminar program in 'Children's Literature for the Gifted'

b) through an in-service credit course conducted by the Director of Gifted and Talented for Boston, entitled "Inte~~r~~grating Thinking Across the Curriculum"

c) through several teacher in-service sessions required of all AWC/ATS teachers

d) several AWC/ATS teachers have applied for various grants to develop appropriate curricula

Boston still evaluates AWC/ATS teachers along the same guidelines established for evaluating all other teachers (as mandated by union contract).

4) Meetings continue to be held between AWC/ATS teachers and Latin School staff- a concept initiated in the last school year. Discussions have also been held with the Headmaster of Boston Latin Academy about starting a similar series of information sharing sessions, though no sessions have been held yet.

Boston is under specific Court orders to recruit and inform Black and Hispanic students of the instructional requirements of the three examination schools. While this has occurred to some extent through visits by examination school staff to various middle schools, posted notifications of SSAT exams and other admissions requirements, and various community forums on high school options- some exam school students interviewed, both minority and non-minority, have clearly been poorly informed of what to expect when they decide on different exam school options. Some students interviewed, especially females, attending Boston Technical High, had no idea of what a technical school was, and specifically had no idea they would be required to take drafting or wood-working. Some students interviewed at Boston Latin School and Boston Latin Academy had no idea of how much homework they would be expected to do, nor that they would be required to take four or five years of Latin. Many of these students, and especially minorities, who come to these examination schools with unrealistic or inaccurate expectations have been virtually programmed for failure, and become a part of the high attrition rate at Boston Latin and Boston Latin Academy.

Boston must continue to address this problem by increasing the level of communications between AWC/ATS teachers, parents and students and examination school staff and students, particularly in improving the focus and quality of AWC/ATS instruction and providing students and their parents with realistic expectations of different exam school requirements. Some exam school teachers have cited the better preparation which many parochial and private school students receive and the advantage this has given them in succeeding in the exam schools. Boston must take steps to insure that its own students are as well prepared and that the exam schools are not perceived as public schools which cater primarily to private and parochial school students. Better preparation in elementary and middle schools and better information on exam school requirements and expectations will lower the high attrition of Black and Hispanic students and will insure their more complete access to these valuable educational resources.

5) Steps are being taken to improve the Spanish component of the AWC/ATS program. the ATS program at the Mackey School has now been separated from the regular bilingual program there, and ATS students are taught in a self-contained unit by

primarily one teacher. In addition, a preparation and support program (funded by Chapter 636 and the Mass. Board of Regents) developed by U.Mass/Boston-ILT works with Hispanic students in (1) Summer enrichment program (50 students), and (2) through tutorial and counseling support during the school year. This program was designed to prepare and support Hispanic students before and after admission to the exam schools.

REVIEW OF BOSTON LATIN ACADEMY PLAN OF MAY 29, 1984

Department of Education Recommendations As of July 1984 (Monitoring Report #3)	Boston Latin Academy Proposed Action Plan - May 1984 Response to Monitoring Report #2 (February 1984)	DOE's Response to Proposed Action Plan, Sept. '84	Actions Taken by School As of November 1984, Referenced to Column 2
1. Systematic procedures for identifying, referring, following up all students in need of support services (R2, #12)	1. a) Part-time Coordinator for tutoring (VI) b) Diagnostic procedures from summer orientation (VI) not described. c) Focus on study skills.	Clarify plan for systematic support procedure and funding source for all students (not just those attending summer orientation).	1. a) Tutoring Coordinator b) Diagnostic component of summer orientation eliminated • Substituted: staff attempt to identify summer orientation students likely to fail. c) Study skills eliminated from summer orientation and school year - • Substituted: special speech and composition class for all 7th graders three times a week • New plan: shortened first term to gather information about new students; eliminated failure notice for this term • New plan: propose to take new students with failing grades in first two terms in major courses and put them in special class(es) to begin first semester over; with an opportunity to make up second semester in summer school
1a Provide necessary support for services during school hours: remedial, study skills (R2, 112). Hire full-time remedial teachers (R3,9)*	1a Remedial: expand peer tutoring, school volunteer program (VI) Study Skills: dropping study skills class (V); replacing study skills with weekly training in writing; study skills offered in summer orientation	Propose plan to provide remedial instruction Provide data to justify elimination of study skills, replacement with writing	1a Tutoring began October 9 with peer, teacher and volunteer tutors; will schedule tutoring during and outside school hours. Study skills - (see above, 1C) • New plan: system of academic advisors for new students, each teacher and administrator is assigned 5 or 6 students. They meet once. Information about students needing support services is relayed to counselor.
1b Expand counseling services during school hours (R2,12) Improve counselor/student ratio, improve clerical support and counselors	1b Request one counselor (III) request clerical support interim solution - "academic counseling"	Status of requests Describe implementation, progress	1b • New plan: The procedure by which the counselor scheduled meetings with students changed to "best" students with problems at the beginning of they year. Students who failed last year will be first. Counselor/student ratio unchanged. No additional clerical support. Academic advisors are "interim solution." (See above, 1a)
1c Mandatory summer orientation or feasible alternative with diagnostic component (R2, 11), or follow up of students unable to attend.	1c Intensive recruiting for summer school diagnostic component (IV) not described.	Propose plan to diagnose need for support by early in school year	1c Recruited twice as many students to summer orientation this year (300). Diagnostic component eliminated.

*Recommendation in Report #3, released after Plan submitted to Department of Education

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REVIEW OF BOSTON LATIN ACADEMY PLAN OF MAY 29, 1984

Department of Education Recommendations As of July 1984 (Monitoring Report #3)	Boston Latin Academy Proposed Action Plan - May 1984 Response to Monitoring Report #2 (February 1984)	DOE's Response to Proposed Action Plan, Sept. '84	Actions Taken by School As of November 1984, Referenced to Column 2
1d Coordinate BLA academic requirements with summer school content (R3, 8)	1d not addressed	Propose plan	1d Summer school not coordinated with BLA academic requirements. BLA does send texts and syllabi.
2. Change promotion policy to eliminate unnecessary repetition of classes that have been passed (R3, 8)	2. Remove students from classes they are failing at mid year (V)	Explain proposal and elaborate on its implementation.	2. • New plan: for failing students (see above, 1).
3. implement uniform, documented procedure for exit interviews (R3, 8)	3. Not addressed	Propose plan	3. No interviews or data at district level. Headmaster conducts informal interview with each departing student.
4. Investigate and submit plan to redress verified problems re staff attitudes that discourage minority students from persisting at the exam schools (R3,9)*	4. Not yet addressed	Propose plan	4. No plan proposed.
5. Institute physical education classes immediately to comply with state law.	5. Not addressed	Institute regular program	5. P.E. teacher hired. Attempt to provide student recreation, weather and classroom space permitting.

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REPORT OF BOSTON LATIN SCHOOL PLAN OF MAY 29, 1984

Department of Education Recommendations As of July 1984 (Monitoring Report #3)	Boston Latin School Proposed Action Plan - May 1984 Response to Monitoring Report (February 1984)	DOE's Response to Proposed Action Plan, Sept. '84	Action Taken by School/System As of November 1984, Referenced to Colum 1
MAJOR ISSUE: 1. Systematic procedures for identifying, referring and following up all students in need of support services (R2, #12).	1. Not completely addressed	Propose a complete plan.	MAJOR ISSUE: Systematic identification of students needing remedial services COMPONENTS: 1. • Diagnostic testing during summer orientation was done and evaluated • Analysis of 6th grade Metropolitan test is being utilized to place incoming 7th graders. • 636-funded remedial teacher is working with each 7th grade home room and has coordinated evaluation of each student referred by English teachers for remediation or study skills course as needed. • Additional full-time remedial teacher not hired as requested by Headmaster's plan. • Planned for next year: All 7th graders that were unable to attend summer orientation will be given diagnostic tests on the first or second day of school. This will expedite remedial services to needed students next year.
COMPONENTS: 1a Provide necessary support services during school hours: remedial, study skills (R2, 12). Hire full-time teachers (R3,9).*	1a Request at least one additional remedial teacher two-way tutoring, serviced 19 pairs of students last year.	Propose plan.	1a 636 proposal for funding after school Tutorial program has been submitted to State Department of Education, should be implemented in January 1985.
1b Expand counseling services during school hours (R2, 12). Improve counselor-student ratio; improve clerical support to counselors.	1b Reorganize guidance department Roxbury MSC collaborative counseling and service to high risk students.	Propose plan.	1b • Reorganization of the guidance unit was attempted by Headmaster but denied in grievance procedure. • Roxbury MSC provides counseling and services to some high risk students but not to all students in need. • Headmaster recommends computorized record keeping to assist guidance unit. This will require additional staff training. • Comprehensive plan to improve systemwide guidance service is in draft form and not yet implemented.

*Recommendation in Report #3, released after Plan submitted to Department of Education.

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REPORT OF BOSTON LATIN SCHOOL PLAN OF MAY 29, 1984 (Continued)

Department of Education Recommendations As of July 1984 (Monitoring Report #3)	Boston Latin School Proposed Action Plan - May 1984 Response to Monitoring Report (February 1984)	DOE's Response to Proposed Action Plan, Sept. '84	Action Taken by School/System As of November 1984, Referenced to Column 1
1c Mandatory summer orientation or feasible alternative with diagnostic component (R2, 11), or follow-up of students unable to attend.	1c No changes in present program proposed.	Propose plan.	1c Summer orientation program cannot be mandated by the Headmaster. Diagnostic compent and follow-up (see above 1).
1d Coordinate Boston Latin School academic requirements with BPS summer school content (R3, 8) and testing.	1d Not addressed.	Propose plan.	1d In place to extent possible.
2. Change promotion policy to eliminate unnecessary repetition of classes that have been passed (R3, 8).	2. Not addressed	Propose plan.	2. Headmaster documented his belief that present policy benefits students academically overall.
3. Implement uniform, documented procedure for exit interviews (R3, 8).	3. Not addressed.	Propose plan.	3. A school policy of exit interviews is in place and documented. Headmaster sign off required before forms sent to D.I. for reassignment.
4. Investigate and submit plans to redress verified problems re staff attitudes that discourage minority students from persisting at the exam schools (R3, 9).*	4. Not yet addressed.	Propose plan.	4. a. All teaching staff evaluated three times per year by Department Chairperson. b. Headmaster investigates all complaints against teachers. c. S P C cooperates and acts as conduit for parental complaints. d. No additional staff training proposed at this time.

*Recommendation in Report #3, released after Plan submitted to Department of Education.

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BOSTON LATIN SCHOOL

Graduating Class of 1984 - Historical Data*

	# Students Who Accepted Assignment	# DNR (Did not Report)	# Enrolled	# Graduated	% of Students Enrolled Who Graduated/1984	# Still in School/Not Graduated	% of Students Enrolled Still in School	Number Transferred	% of Students Enrolled Who Transferred	Number Moved	% Students Enrolled Who Moved
Students who entered in 7th grade (1978)											
White	298	21	277	178	64.3%	13	4.7%	64	23.1%	22	7.9%
Black	99	8	91	16	17.6%	7	7.7%	52	57.1%	16	17.6%
Asian	57	1	56	45	80.4%	2	3.6%	4	7.1%	5	8.9%
Hispanic	12	0	12	3	25. %	0	-	8	66.7%	1	8.3%
Other	4	0	4	2	50. %	0	-	0	-	2	50. %
Total	470	30	440	244	55.5%	22	5. %	128	29.1%	46	10.4%
Students who entered in 9th grade (1980)											
White	50	5	45	28	62. %	2	4.4%	8	17.8%	7	15.6%
Black	23	2	21	5	23.8%	1	4.8%	14	66.7%	1	4.8%
Asian	6	0	6	5	83.3%	0	-	1	16.7%	0	-
Hispanic	8	1	7	2	28.6%	1	14.3%	1	14.3%	3	42.9%
Other	1	0	1	0	-	0	-	1	100. %	0	-
Total	88	8	80	40	50. %	4	5. %	25	31.25%	11	13.75%
All Students (7th and 9th grades)											
White	348	26	322	206	64.2%	15	4.7%	72	22.4%	29	9. %
Black	122	10	112	21	18.8%	8	7.1%	66	58.9%	17	15.2%
Asian	63	1	62	50	80.6%	2	3.2%	5	8.1%	5	8. %
Hispanic	20	1	19	5	26.3%	1	5.3%	9	47.4%	4	21. %
Other	5	0	5	2	40. %	0	-	1	20. %	2	40. %
TOTAL	558	38	520	284	54.6%	26	5.%	153	29.4%	57	11. %

*Data obtained from Headmaster of Boston Latin School.

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THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF INSTRUCTIONAL SERVICES
JOANNE M. McMANUS
Program Director — Gifted and Talented

TO: Franklin Banks

FROM: Joanne McManus JMc

DATE: November 1, 1984

RE: Federal Court, Desegregation Monitoring Report-Advanced Work Program Update

I am writing in response to your request for updated information regarding the Advanced Work Class Program compliance report, dated April 27, 1984. This report outlined Boston's efforts to address the five problematic areas of concern that were cited in the January, 1984 Report to the United States District Court on Boston School Desegregation, Volume #2.

Continuous efforts are being made to implement the plans we proposed in April. Each area of concern is listed below and is accompanied by a written update that expresses our commitment to strengthen the Advanced Work Class Programs in the City of Boston.

1. Progress in developing and implementing a new method of identifying and selecting academically able students for AWC/ATS. This new method would be culture-fair and consistent with the state-of-the-art in the identification and selection of gifted students.

The final proposal was presented to the Superintendent for his approval in September, 1984. He is aware of the flaws and limitations connected with the present Court Ordered Selection Process and he supports our efforts to improve this situation. Due to concerns voiced by the Department of Implementation, Dr. Spillane requested that the Office of Curriculum and Instruction and the Department of Implementation work together over the next few months to further examine the proposed modifications and to develop a plan of action that both departments can find acceptable. Given this, the AWC selection process for the 1984-1985 school year, will remain unchanged. William Dandridge, the Deputy Superintendent of Curriculum and Instruction, has kept the process moving and he has expressed his desire to reach closure and be ready to submit a Boston Advanced Work Class Identification and Selection Plan to the Court at its next quarterly review session on December 12, 1984. Mr. Dandridge has also requested that I:

a. Disseminate the AWC proposal to authorities in the field of gifted/talented who have addressed the issues related to identifying the gifted minority student. We are particularly concerned about making sure that our identification model will be successful in identifying our academically talented minority children.

b. Request identification models from other urban cities.

I have enclosed copies of these communications.

The final AWC proposal was also submitted for review to Roselyn Frank, Director of the Massachusetts Office of Gifted and Talented. We were heartened by the letter of support that we received from you, Roselyn and John Glenn. This positive response to our proposal modifications will be helpful, as we proceed to move toward presenting our plan to the Court.

2. Progress in developing and consistently implementing a differentiated curriculum appropriate for academically able students.

- The 1984-1985 budget request, submitted by the Department of Curriculum and Instruction, that proposed hiring Irving Sato from the National State Leadership Training Institute on Gifted/Talented to assist us in creating a differentiated curriculum for the Advanced Work Program, was denied. Level funding was imposed on our department.

  Although this is a setback, we still intend to proceed with our plans to create an AWC (grades 4-6) differentiated curriculum. I attended Mr. Sato's Curriculum for the Gifted Conference on October 22nd and we intend to hire him on an advisory capacity in June, when he returns to Boston to conduct a week-long curriculum writing conference at Emmanuel College. I have also requested and received permission to submit a Central Office 636 Proposal that will specifically address our academically talented curriculum needs.

- The study of Children's Literature has penetrated numerous Advanced Work Classrooms. The Literature Resource Exchange that was established last fall has had to grow in order to respond to the large number of requests made by AWC teachers this year.

  The literature units that I have written to accompany these novels emphasize and model the teaching/learning strategies that are recommended for academically talented classrooms. Demonstration lessons have also been a very successful method of having teachers understand the meaning of curriculum differentiation. These units will be bound and collectively distributed to all AWC teachers this year.

- In addition to last year's recommended textbook booklet, the Office of Curriculum and Instruction is presently working on a 1984-1985 Textbook and Supplementary Materials Listing. This list will be the result of a comprehensive study of those materials that we feel best meet Boston's Curriculum Objectives. Those materials that are most appropriate for advanced work class instruction will be included.

3. Progress in developing and implementing both a training program for AWC/ATS teachers and an appropriate evaluation procedure.

- I conducted a three graduate credit summer course, entitled Children's Literature for the Gifted, in conjunction with Lesley College for Boston's AWC teachers. Nine AWC teachers attended. (Course evaluation sheets enclosed.)

- I am currently conducting an "Integrating Thinking Across the Curriculum" course for eighteen Boston teachers who will receive in-service credit.

- As part of Boston's citywide September 24, 1984 Inservice Plan: All grade 4 Advanced Work Teachers attended an inservice session at the Hennigan School that was conducted by two fourth grade AWC teachers. The purpose of the session was to discuss the use of Children's Literature as a reading/thinking program for Advanced Work students.

  All grade 5, Advanced Work Teachers attended a science oriented inservice session at the Museum of Science, under the direction of Jack Tyrell, Senior Advisor-Science.

  All grade 6, Advanced Work teachers attended an inservice session that I conducted at Boston Latin School. The topics of this training (Study Skills, Test Taking Skills, Listening Skills) were directly related to the issues that were raised during the 1983-1984 Latin School/AWC Council meetings. Michael Contompasis addressed the teachers and they received a wealth of materials for use in their AWC classrooms.

- Four AWC teachers received School Department Impact II grants on October 22, 1984 to develop creative curriculum projects for their classrooms. These teachers are presently implementing these programs at the Quincy and Ellis Elementary Schools and the Timilty and Holmes Middle Schools.

- The Thompson Middle School had asked me to help them develop a Commonwealth Inservice Grant proposal that will provide their faculty with a training program on how to integrate thinking skills into their curriculum instruction.

- A thinking skills, problem solving component will also be part of Boston's upcoming January 24th inservice plan.

4. Progress in the creation of curriculum and other links between the examination schools and the AWC/ATS program feeding students into these schools.

   This process is on-going. In addition to the continuation of the AWC/Latin School Council that was established last year, dialogue has begun between Latin Academy and the AWC Program.

5. Progress in improvement of the Spanish bilingual AWC.

- A Preparation and Support Program for talented and gifted Hispanic students has been funded by the Mass. Board of Regents and Chapter 636. This program is designed to offer support to Hispanic students before and after they are admitted to a Boston examination school. This support was offered last summer to 50 students and will continue throughout this school year. This program also is sponsoring eight days of special S.S.A.T. preparation training for Hispanic students from October 23rd through November 15th.

- The Bilingual Advanced Work Program at the Mackey Middle School has changed its structure. These students are now part of an organized, self-contained unit that is being predominately taught by one teacher. This teacher has worked with academically talented students before and seems very open to learning new techniques.

I have seen continuous improvement and progress over this past year and I am confident that this growth pattern will be maintained.

mc

enclosure

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
BOSTON TECHNICAL HIGH SCHOOL

CHRISTOPHER P. LANE
Head Master

November 1, 1984

TO: Roger Beattie, Community Superintendent
FROM: Christopher P. Lane, Headmaster C.P.L.
RE: Response to State Department

SUPPORT SERVICES

Having been selected as a pilot school for the Direct Student Services Collaborative, we are refining our support services with the assistance and support from Roxbury Children's Services, Parent and Children's Services, Chinatown YES and the Fuller Mental Health Clinic.

We have developed an inschool counseling program which is coordinated through the guidance department. Students, teachers and parents can make a referral for support services through the guidance department. We have had counselors, psychologists etc meet with the staff to describe the program, referral process etc. We have also used inservice time to discuss the types of indicators which might justify the referral of a student to this support service program. Students referred to this program are monitored through the guidance department.

Roxbury Children's Services - 2 social workers on site
Parent and Children's Services - 2 part time psychologists
Fuller Mental Health- consultant to peer counseling program
Chinatown YES - social workers available on call
Special Education - 1 teacher, 1 aide
ESL - 1 teacher
Guidance -3 counselors
Nursing Staff - 2

PEER TUTORING

We have a peer tutoring program which is supported through our 636 Tufts/Technical Collaborative and is a part of our after-school program. Currently, 6 students remain after school three days per week for the purpose of tutoring other students. Naturally informal peer tutoring occurs throughout the school day.

STUDY SKILLS

During our summer orientation we ran a series of study skills workshops. Currently, Department Heads are working with their staff to develop strategies for infusing more study skills activities into the classroom.

IDENTIFYING STUDENTS IN NEED OF SUPPORT

During our 5 day, summer orientation, we administered a series of diagnostic tests in order to identify those students in need of remedial and support services. This included; math, reading psychological and career interests tests/surveys. The results of these tests have been recorded. For those students who did not attend orientation, we have recorded the results of their reading and math scores from middle school. At this point, we have attendance and reading and math scores on all students. Any student whose score indicated a possible need for remediation (2 or more years below grade level) has been notified in writing and has been interviewed by the Development Officer. Warning notices have also been recorded alongside student test information so that we are able to monitor the progress of students throughout the school year.

Department Heads have lists of those students who received warning cards as well as lists of students targetted for remediation. We have made considerable efforts to encourage these students to participate in our after-school program. See previous page for information regarding peer tutoring and other support services.

October 2, 1984

IMPORTANT INFORMATION FOR TEACHERS AND STUDENTS

BOSTON TECHNICAL HIGH SCHOOL HUMAN SERVICE COLLABORATIVE

This year we are implementing a pilot, in-school human service program with the assistance of the following agencies: Parent and Children's Services, Roxbury Children's Services, Fuller Mental Health and Chinatown YES. Social workers and psychologists will be on site Tuesdays, Wednesdays and Thusdays (and are available to us on an on-call basis) and will provide the following services: individual,group and family counseling, crisis interventic and teacher consultations. Collaborative staff will have offices on the library balcony.

REFERRALS: A student, teacher, parent or outreacher worker can make a referra by completing a short form which is obtainable through the Development Office. All referrals and consultations are confidential. Once the referral form is completed, it should be placed in the mailbox assigned to the collaborative. Students and staff members are encouraged to utilize these services. If a student must be released from class in order to see a counselor, the classroo teacher will be given prior notice.(whenever possible.) We hope you will accommodate these requests.

PROJECT GOAL: The primary goal of this project is prevention. Our intent is to prevent social and academic problems experienced by TECH students from escalating to severe levels thus preventing the student from successfully completing his/her high school education. Students who seem depressed or under stress, students whose attendance or grades are poor - students experiencing home problems etc. can and should be referred.

AFTER SCHOOL TUTORING PROGRAM

The after-school program will begin on October 9 and will run Tuesday-Wednesday - Thursday, from 2-3:00 until May. A late bus will transport students at 3:00 from TECH to Forest Hills and Fields Corner. Ruthe L'Esperanc will be the coordinator and any student in need of help should be referred to her. In addition to after-school instruction and tutorials in math, science, language arts and study skills, we will be running special SAT preparation workshops and various other activites. These will be announced in the bulletin. Students interested in participating in the after-school music program (Tuesdays and Thursdays) should sign up with Ms. L'Esperance.

COMPUTER CENTER: Any students interested in utilizing the computer center afte school should sign up with Ms. L'Esperance.

SUPPLEMENTARY PROGRAMS ACTIVITIES

Resources are available to teachers interested in planning field trips, special activities , guest lecture programs etc.

EDISON GRANT FOR STAFF DEVELOPMENT

There are still funds available to reimburse teachers for the cost of staff development programs or activities. A request for reimbursement form must be completed and approved before the start of the semester/course/activity.

FOR MORE INFORMATION ON ANY OF THESE PROGRAMS - SEE JANE MACDONALD

Copies of the 636 Proposal, SBM-MOA, Compact Plan, Annual Report,Collaborative Agreement and Carnegie Grant are available for review in the Development Office.

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
[illegible] COMMUNITY SUPERINTENDENT
[illegible] BEATTIE
DISTRICT IX

MEMORANDUM

TO: Franklin Banks, Special Assistant to the Commissioner on Desegregation

FROM: Roger M. Beattie, Community Superintendent Roger M. Beattie

DATE: October 30, 1984

RE: Desegregation Monitor Report No. 3, Examination Schools

The three examination school, Boston Latin, Boston Latin Academy and Boston Technical provided students with a comprehansive Summer orientation program. The following are some specific areas that the three Headmasters will address during the present academic year relative to follow-up and the systemization of providing adequate support services.

Boston Technical High:

Please refer to the comprehensive report submitted by Headmaster, Christopher Lane relative to your concerns stated in the Monitor Report and letter to him dated September 28, 1984.

Boston Latin:

The Headmaster will address the area of tutorial services by applying for additonal Chapter 636 funding for after school tutorial services, Tuesday, Wednesday and Thursday for those students in need. The systematic procedures for referral and providing of educational resources will be strengthened. The Headmaster is attempting to expand counseling services by the re-organization of the guidance department. The one area that remains a problem is the promotion policy that requires students not promoted to repeat those courses they have successfully completed.

Boston Latin Academy:

The last two reports focussed on the need for early counseling especially in the academic area. Because of the high caseload of guidance counselors of more than 500 students it is indeed not possible to adequately identify or diagnose cases in time to truly help students new to the Academy who may be having academic difficulties. Therefore, the Headmaster Dr. Robert Binswanger, has developed the following plan.

Memorandum (continued)
Franklin Banks
Special Assistant to the
Commissioner on Desegregation
October 30, 1984

CLASS VII ACADEMIC ADVISING PROGRAM

Despite the positive efforts of faculty and staff it is a fact that the first three of four weeks of school are particularly demanding for the in-coming class VI and IV-B. The adjustment from being the #1 or 2 student in the sending school to membership in a group of over 300 students, all of whom were considered top students, causes fears, worries, loss of self-confidence and like problems.

One approach to a smoother adjustment was the visits by in-coming students to the Academy last spring. Another was to increase attendance in the summer preparatory program. A third will be the assignment of 4-5 pupils to each faculty and staff member for the first marking period. Each faculty member is asked to contact the student, check to see if his/her program is correct, if the adjustment is developing smoothly and to let the students know if they have questions about the courses or schedules, they should come to them. It is expected that these conversations will take time. If the faculty member senses a problem or identifies academic difficulties he/she should send a note the guidance counselor with the student's name and the nature of the problem. No further record may be necessary. At that point it becomes a guidance issue. It is hoped that their contact with these students will ease their adjustment to the Academy and the school year will result in improved academic performance and early warning of academic problems. This type of activity is very important in preventing the first time grade repeaters and will assist an already overburdened guidance department.

The recently implemented Bilingual Talented and Gifted Program assisted by the Institute of Teaching and Learning, University of Massachusetts will contribute to the adequate preparation of Spanish students to take the S.S.A.T. examination and provide follow-up once they have been accepted into and examination school.

The following schools are involved in this program, Boston Latin, Boston Latin Academy, Boston Technical and the Charles E. Mackey Middle School.

Activities:

Workshops with bilingual advanced work class at the Chalres E. Mackey Middle School in preparation for the S.S.A.T. with eighty (80) 6 & 8th grade bilingual students interested in takeing the test. The locations for the workshops are the Mackey Middle School, Cleveland Middle School, Jamaica Plain High Library, Conley Library, and University of Massachusetts Campus.

Memorandum (continued)
Franklin Banks
Special Assistant to the
Commissioner on Desegregation
October 30, 1984

In the three examination schools the group works with the School Development Officer in Counselling students, and providing peer-tutoring, and locating appropriate resources for 7th and 9th grade bilingual students.

The purpose of this effort is to attempt to adequately prepare Spanish students by providing follow-up services in order to prevent retention in the critical entry grades of 7 and 9, which consequently results in drop-out of Spanish students.

The three Headmasters will investigate any attitudinal discouragement by faculty against minority students that may eventually result in the parent and student requesting a transfer to a non-examination school.

It is strongly recommended that the Boston Summer Review School be more adaptable to the examination school curriculum content or a separate Summer School for examination school students be planned and developed.

My final recommendation and one that I mentioned on several occassions is to include the District IX office as part of the exit interview process before a student is referred to the Department of Implementation for transfer. I present this recommendation because of the reasons for transfers are in many cases multi-dimensional rather than a simple case of academic failure.

Please call me if you have any questions or additional concerns.

/pmm
Enclosures:
c.c. Joseph McDonough

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
BOSTON TECHNICAL HIGH SCHOOL

CHRISTOPHER P. LANE
Head Master

TO: THE STATE BOARD OF EDUCATION
FROM: CHRISTOPHER P. LANE
RE: SUMMER ORIENTATION

P. Lane

Boston Technical High School's Summer Orientation for incoming students was a tremendous success. Orientation ran for 5 days, from August 20-24 and students were in attendance from 9:00am until 12;00 pm. each day.

9 Teachers were hired as instructors for orientation and they worked from 8:00am - 1:00 each day. The hour before and after student activities occured teachers were responsible for correcting tests, developing curriculum and discussing educational issues and concerns with consultants and members of the Technical administration

This year, the five day orientation focused upon the testing of students so that we would be able to identify those students in need of remediation prior to the opening of school. Additionally, study skills workshops for content classes were held to better prepare the students for the rigorous academic program of Boston Technical High School.

The following tests were administred and results were placed on a student card which will be available for guidance personnel, support staff etc. We hope to use much of this information to monitor student progress and prevent academic failures by referring students to remedial and after-school programs.

Stanford Diagnostic - Reading Comprehension and Word Parts
Stanford Diagnostic -Math Applications and Basic Computation
Writing Diagnosis
Kuder Career Interest Survey
Preliminary Psychological Survey (a sentence completion model)

Additional information, regarding attendance and activity schedules are attached.

205 TOWNSEND STREET, DORCHESTER, MASSACHUSETTS 02121 • 445-4381 AREA 617

230 Students Attended Orientation

103 Males

127 Females

125 Black Students

52 White Students

53 Others

ORIENTATION AUGUST 20-24, 1984

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9-10	Welcome Auditorium Administration Procedures Orientation- Purpose Activities Importance	Math Test Computation Applications	Kuder Career Interest Survey	Human Service Needs Assessment Students-Peer Counseling Discussion	Writing- Critical Thinkin Finale
10-11	Homeroom Teachers Assigned Students Tour of Building Informal- Information School Environment	Study Skills Workshop Industrial Arts	Study Skills Workshop Choices: Science Language Arts Math Social Studies	Writing-Critical Thinking Session Part 2	Study Skills Workshop Same Choices
11-12	Test Administered: Reading Diagnostic Comprehension Word Parts	Writing Diagnosis Directed by Dr. Herbert	Writing- Critical Thinking Session	Study Skills Workshop Same Choices	Wrap Up Evaluation

The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

September 25, 1984

Mr. John Poto
Headmaster, East Boston High School
86 White Street
East Boston, Massachusetts 02128

Dear Mr. Poto:

The Department of Education is commencing the fourth round of monitoring under the Orders of Disengagement of December 23, 1982.

As you are aware, the Department is monitoring compliance with the plans submitted by the Boston School Department to the Court for desegregating East Boston High School.

Our last Report (submitted on July 15, 1984) made the following findings regarding EBHS.

- EBHS officials demonstrated commitment to improving the quality of education at their school.
- There is little evidence that Central Office officials have made an effort to promote compliance with the court orders relevant to EBHS, or to support the positive efforts of EBHS officials.
- School officials are developing a long-range improvement plan for EBHS.
- There is a need to strengthen the Business Magnet in three areas:
    1) Support services for students, especially freshmen;
    2) placement services for students; and
    3) opportunities for higher education.
- The Headmaster has taken steps to improve record keeping for the Business Magnet, including requests for transfers, but require additional staffing support.

The Report made the following recommendations regarding EBHS:

- Boston should support development of the East Boston Business Magnet along the lines originally submitted to the Court, with a well-structured course of studies, appropriate staffing, learning objectives for each student, work-site experience and employment counseling, college preparatory opportunities, and coordination with other programs in the school.

- More support should be provided to freshmen and other minority students in the Business Magnet.

- Records should be kept of all transfers requested and their disposition.

For this monitoring period we are requesting that you, in conjunction with other appropriate School Department officials, develop an "action plan." The action plan should provide detailed proposals for bringing East Boston High School into compliance with federal court orders. The action plan will be the basis for any further Department of Education oversight deemed necessary by the Court.

I will call you to schedule a visit to EBHS at a time convenient to you. I would like to review the action plan with you and any other officials you believe appropriate during that visit.

The renewed commitment to the Business Magnet at EBHS is encouraging, and deserves the support of the School Department. I look forward to returning to East Boston High School.

Sincerely,

Judith A. Taylor

Judith Taylor

cc: Robert Spillane
John Coakley
Peter Ingeneri
James Caradonio
Lucille Koch
Charles Glenn

10/22/84

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ACTION PLAN
for
IMPROVING BUSINESS MAGNET PROGRAM
at
East Boston High School

(Based on Recommendations made by the State Department of Education)

Recommended Objectives	Current Status	Plan of Action
1. Well-structured course of study	1. In addition to the originally Business Magnet court-approved course of studies, all 9th grade students are now receiving instruction in Personal Keyboarding and Computer Literacy. This was done as a result of efforts to strengthen curriculum offerings for all students. In addition all 9th grade students are receiving Occupational Information which includes four (4) distinct areas: Business Careers, Careers in Wholesaling/Retailing, Careers in the area of Home Economics and Health, and Careers in the Machine Shop Area. This Occupational Information course which rotates the students within the above four areas each quarter, includes not only factual information about available careers, but also an opportunity for students to hear speakers from the related fields of employment; hands- on experience with equipment, and field trips which will heighten their awareness of the various career possibilities. The course offering in Wordprocessing has been expanded to include not just on semester of training on the IBM Personal Computers but a full year for those who wish to major in this area. The recent acquisition of a room of these computers for the exclusive use of the Business Department makdes it possible also to have three one-semester classes in Wordprocessing.	1. Since the upgraded curriculum was initiated for the 1984-85 school year, plans are to continue to strengthen the new or expanded course content and related activities, particularly in the area of Occupational Information for 9th-grade Business Magnet students as well as for other 9th-grade students. With regard to the expanded, full-year course in Wordprocessing, students not only learn the mechanics of wordprocessing on computers, but a selected number whom it is felt will benefit from the double exposure , also will receive training on the 4 stations available on the Wang Wordprocessors. A class in Accounting 3 (computerized) is being considered if teaching Personnel becomes available. Plans are under consideration to initiate a Business Office Simulation course which would provide realistic experience in office routine and skills for those 12th year students who are not ready for or who do not elect outside work experience.

Objectives	Current Status	Plan of Action
	Accounting 2 is in the third year of being computerized with the use of the Apple II computers.	The learning objectives in all courses of study will be reviewed constantly for revision based on the known demands for job preparation and/or further education. In a continued effort to improve and expand the course of studies, East Boston High School will continue to work with institutions of higher education and with the business community. Examples of the foregoing are: a) Communication with Fisher Junior College to provide assistance with Business Curriculum revision and update. b) Ongoing contact with Salem State College. Examples: Staff development for teachers/administrators Review of course content Use of Salem State's Speakers Bureau Participation in Salem State's M.O.R.E. (Maximum Opportunities Relative to Education) Program. With regard to the latter (M.O.R.E. Program), East Boston High School is currently in the process of identifying senior students who are interested in either taking for college credit or observing courses at Salem State.

Objectives	Current Status	Plan of Action
		Consideration is being given by Central Administration for expanded Business Education courses. (Example: Financial Planning, Introduction to Financial Careers, Business Economics, Introduction to Insurance, Introduction to Banking). Along these lines, discussions have been initiated with Salem State College personnel to consider a major course offering in "Junior Business Administation" for the high school business student who may aspire to supervisory jobs in smaller business enterprises or who may desire to own a small business. c) With the cooperation of Boston University, East Boston High School is considering the possibility of a 14-week program on applied economics and the microcomputers. This course--which would be given on-site would be free to teachers unless they elected to pay the required fee and earn 4 credits. The course would include economic concepts through a series of 12-15 films, applying to business and other areas. This project would make an important contribution to staff development. Boston University has also expressed its willingness to provide student teachers who could first observe and assist teachers and later do their practice teaching at East Boston High School.

Objectives	Current Status	Plan of Action
		d) The Boston Public Schools Office of Education and Employment will continue to provide support and assistance to East Boston High School in its efforts to improve the Business Department as a whole as well as the Business Magnet Program in particular. The acquisition through that office of personal IBM computers is one example of cooperation. e) Plans are to continue and expand upon the relationship with the business community (specifically Massport and The Boston Compact) in whatever ways possible to enhance educational opportunities and related activities for Business Magnet students.

Objectives	Current Status	Plan of Action
2. More support for Grade 9 students and other minority students	2. The requirements that all 9th-grade students complete a course in Computer Literacy, Personal Keyboarding and Occupational Information provides the Business Magnet students with an exposure to non-Magnet students, thus expanding the opportunity for personal and educational encounters. Furthermore, every 9th-grade Business Magnet student who is not up to the proper reading level takes a reading course to remediate his/her skills. This provides additional opportunity to be thoroughly integrated as the students work cooperatively with students throughout the school on various projects—example, school newspaper. Business Magnet students in Grades 10-12 are integrated with non-magnet students in their classes to the extent that non-Magnet students elect to take Magnet courses. Extra-currilar activities provide further opportunity for intermingling. (Example: 12 school clubs) The Business Magnet guidance counselor provides guidance for all Magnet students in grades 9-12. He sees each Grade 9 student early in the school year for personal orientation, guidance and direction. This first encounter is followed with several more during the school year, and students are invited to make appointments with their conselor whenever they feel the need. Providing further support, in the special opening days assembly, all Grade 9 students receive an orientation. They meet the Headmaster and other administrative staff during this time. In addition, they are given a Student Handbook for guidance.	2. East Boston High School will continue to provide support to Business Magnet students in the ways specified. It will seek every opportunity to expand its support services in whatever ways it can.

Objectives	Current Status	Plan of Action
3. Work-site experience and employment counseling	3. The Development Officer continues to seek placement for Business Magnet seniors in jobs related to their educational preparation and to provide employment counseling	3. It is our understanding that a job placement director from the Private Industry Council (PIC) will be on board for the entire schol. This would enable East Boston High to seek out more school-related work experience sites for Business Magnet students and to provide more counseling and follow-up activities for students placed on jobs. (Also Plan for Office Simulation)
4. College preparatory opportunities.	4. Through their ability to use electives for college preparatory subjects, in the past a considerable number of Business Magnet students have gone on to institutions of higher learning. They have received excellent exposure, counseling, financial assistance and college acceptance through the efforts of East Boston High School, especially with the assistance of the special Business Magnet guidance counselor. After testing, 9th-grade students are placed in the appropriate level of the mathematics course. Some Business Magnet students may be placed in Algebra. This would further enhance their preparedness for college if they so choose to go. (Ability testing and appropriate placement is also done in English.)	4. Plans are to continue the current curriculum instituted this school year where all subjects required to earn a diploma have been placed in Grades 9 and 10. Along with proper guidance from teachers and guidance counselor, it is expected that a larger number of students will be better prepared to take advantage of college preparatory opportunities. In addition, it is hoped that the opportunity to participate in Salem State's M.O.R.E. Program (referred to above) will further enhance student interest in seeking a higher education. The school's new program to grant incentive awards for better-than-average attendance should also prove as an advantage to Business Magnet students as improved attendance is significantly related to improved academic achievement.

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Objectives	Current Status	Plan of Action
5. Recording transfer requests and disposition	5. The records are kept by Dept. of Implementation.	5. The Guidance Department and the Registrar will continue to keep these records.
6. Coordination with other programs in the school.	6. It is felt that all Business teachers are making an effort to relate their course content to program areas other than their own whenever and wherever possible. Example: Stressing the importance of basic skills (reading, writing, arithmetic) as requirements for successful office careers as well as for personal consumption. A further example is the practice for impressing upon students their need for good oral communications skills for a successful career. All teachers attended several hours of in-service workshops this past school year in order to upgrade their ability to teach the art of communication skills.	6. The Business Department teaching staff will make every effort to continue the practice of coordinating Business and Business Magnet curriculums with other program areas at East Boston High School as well as to expand upon this practice wherever and whenever possible.

Citywide Parents Council
59 Temple Place Boston, Mass. 02111 (617) 426-2450

October 15, 1984

Mr. John Poto, Headmaster
East Boston High School
86 White Street
East Boston, Mass. 02128

Dear Mr. Poto:

Please find attached the results of the survey of your Business Magnet parents and Business Magnet drop-outs that was conducted last June by the Citywide Parents Council

Our recommendations, together with a list of the Business Magnet Program parents who signed the survey responses, is enclosed.

It is hoped that the survey results will help you and the program's director in your efforts to improve the program. The list of parents can serve as a preliminary contact list for developing a monitoring/advocacy group for the Business Magnet Program.

Our new field specialist for the high school, Ms. Greta Cameron, will be contacting you in early November to assist in efforts to develop the program's monitoring/advocacy group.

Every best wish for a successful school year.

Sincerely,
Lucille M. Koch
Lucille M. Koch
Executive Director
Citywide Parents Council

cc: Judith Taylor ✓
Joseph McDonough
Peter Ingeneri
Anne Fisher
Greta Cameron
East Boston High School Parent Council
Elizabeth Wood
CPC Members

A multi-cultural parents organization monitoring quality, desegregated education

Citywide Parents Council
59 Temple Place Boston, Mass. 02111 (617) 426-2450

EAST BOSTON HIGH SCHOOL BUSINESS MAGNET PROGRAM SURVEY REPORT - OCTOBER, 1984

In May/June 1984, the Citywide Parents Council surveyed 252 parents of students enrolled in the Business Magnet Program at East Boston High School in an attempt to identify problems with the program as viewed from a student/parent perspective.

Concurrently, a second survey (B) was distributed to 23 parents of students who had dropped out of the program during the 1983-84 school year to determine if there was a common cause for this 9% drop-out rate.

The latter survey (B) did not meet with any success. No returns were received from any of the addressees. Four (4) survey forms were returned to the offices of the Citywide Parents Council as undeliverable: address unknown.

Thirty-seven (37) responses representing a 15% response rate were received by the Citywide Parents Council from the first survey (A) which had been sent to parents of students currently enrolled in the Business Magnet Program at East Boston High School. It was clear from the parental/student responses to survey (A) that:

- little information had been shared with the respondents about the goals and objectives of the Business Magnet Program at East Boston High School
- little information had been shared with the respondents concerning the curriculum of the Business Magnet Program at East Boston High School
- little was offered to students in the Business Magnet Program that the respondents could identify as clearly distinguishable from the regular business program at the school

The Citywide Parents Council concurs with the recommendations made by the State Department of Education in its Monitoring Report of December, 1983 at page 208, regarding the Business Magnet Program at East Boston High School. Further, the Citywide Parents Council recommends that a monitoring/advocacy group of parents of students currently enrolled in the Business Magnet Program be established as a sub-committee of the East Boston High School Parent Council to work with school authorities to:

- improve the content of the Business Magnet Program
- enhance the administrative structure of the program
- insure that job site placements appropriate to the goals and objectives of the Business Magnet Program are developed

- insure that appropriate school department support/resources are developed to upgrade the Business Magnet Program to bring it into compliance with the court-approved plan.

COLLATED RESULTS OF RESPONSES TO SURVEYS A AND B ON THE BUSINESS MAGNET PROGRAM AT EAST BOSTON HIGH SCHOOL - OCTOBER, 1984

Survey A was sent to 252 parents of students enrolled in the East Boston Business Magnet Program as of June, 1984. Thirty-seven (37) completed responses were received by the Citywide Parent Council from parent respondents. The response rate for Survey A was 15%.

Survey B was sent to the parents of 23 students identified as drop-outs from the Business Magnet Program at East Boston High School through the monthly drop-out statistics covering the period from October,1983 through May, 1984. No completed survey responses were returned to the offices of the Citywide Parents Council by parent respondents. The post-office did return four (4) surveys because they were undeliverable: address unknown.

The collated responses represented below are the answers to the questions included on Survey A only.

QUESTION 1: Did you know that your child is enrolled in the Business Magnet Program at East Boston High School?

RESPONSES: YES - 31 NO - 2 NO ANSWER - 4 TOTAL: 37

QUESTION 2: Have you received information about the curriculum?

RESPONSES : YES - 14 NO - 16 NO ANSWER - 7 TOTAL: 37

In what form?

WRITTEN - 13 PHONE CONTACT - 0 CONFERENCE - 1

STUDENT - 7 OTHER - o TOTAL: 21

QUESTION 3: Do you understand what the Business Education Program is supposed to teach?

RESPONSES: YES - 15 NO - 3 NOT SURE - 13 NO ANSWER - 6

TOTAL: 37

QUESTION 4: Are you satisfied your child is learning special skills that he/she would not be able to get if not enrolled in the Business Education Magnet Program?

RESPONSES: YES - 19 NO - 1 NOT SURE - 9 NO ANSWER - 8

TOTAL: 37

What special Skills?

Typing - 8 Stenography - 1 Business Terminology - 1

QUESTION 4 (continued)

What special skills?

Legal Terminology - 1
Accounting - 2
Clerical Skills - 1
Bookeeping - 1
Word processing - 1
Office machines - 1
Computer training - 1
Calculators - 1
Shorthand - 1
Business - 1

QUESTION 5: Does your child seem satisfied with the Business Education Magnet Program?

RESPONSES: YES - 25 NO - 2 NOT SURE - 5 NO ANSWER - 5

TOTAL: 37

QUESTION 6: Why did your child enroll in this program?

RESPONSES:
To learn office practices - 1
To acquire skills of technical training - 5
Wanted the program - 5
Nothing else being offered - 1
Better job after high school - 10
Put into program unwillingly - 1
Accidental - 1
Feels she can handle it - 1
Given course when she entered high school and has to keep it until graduation - 1
I don't know - 1
No answer - 6
To learn more about the business world - 3
Transferred out - 1

TOTAL: 37

QUESTION 7: If your child is no longer enrolled in program, why did he/she withdraw?

RESPONSES:
No answer - 32
Still enrolled - 1
Transfer - 1
So she can go to the ORC in the afternoon - 1
Graduating - 1
At East Boston High , when you hit a certain age, they don't care about you - 1

TOTAL: 37

QUESTION 8: Would you like more information on the Business Education Program?

RESPONSES: YES - 26 NO - 7 NO ANSWER - 4 TOTAL: 37

CONTACT LIST OF PARENT RESPONDENTS WHO SIGNED SURVEY FORMS

Mrs. Fisher
35 Banfield Ave.
Mattapan, Ma. 02126
296-0664

Ella Mae Jackson
48 Bellevue St.
Boston, Ma. 02125
825-6697

Margaret Gittens
36 Nightingale St.
Dorchester, Ma. 02124
265-2888

Paul Lyons Jr.
402 Meridian St.
East Boston, Ma. 02128
561-0389

Carmen Pinto
122 Summer St.
East Boston, Ma. 02128
569-3897

Nellie Nance
43 Bowdoin St.
Dorchester, Ma. 02122
825-7617

Maria Tilichicchia
31 Doris St.
Dorchester, Ma. 02122
436-3169

Linda Roberts
P.O. Box 277
Dorchester, Ma. 02122

Florence Grieco
99 Bennington St.
East Boston, Ma. 02128
569-6756

Clara Holloway
51 Armandine St.
Dorchester, Ma. 02124
282-4095

Mildred Cody
110 Brookway Rd.
Roslindale, Ma. 02131
522-2344

Eileen Ashob
3 Arcadia St.
Dorchester, Ma. 02122
825-6196

Susan Medina
93 Bowdoin Ave.
Dorchester Ma. 02122
825-6876

Katie Jones
608 Park St.
Dorchester , Ma. 02124
265-4818

Janet Moreland Ames
14 Cluney Ct.
Roxbury, Ma. 02119
445-0790

Sophia Morris
50 School St.
Boston, Ma.
524-0962

Esther Sargeant
70 Harvard St.
Dorchester, Ma. 02124
825-2045

Jadwiga Gentek
16 Crescent Ave.
Boston, Ma. 02125

Pierre Moody
5 Codman Park
Roxbury, Ma. 02119
427-6879

Ollie Tyra
166 Seaver St.
Roxbury, Ma. 02119
445-8797

Dolores Finklia
272 Geneva Ave.
Dorchester, Ma. 02124
265-7256

Minnie McFayden
38 Millet St.
Dorchester, Ma. 02124

Ellen Reed
11 St. William St.
Boston, Ma. 02125
825-4675

Mrs. Blackmore
21 Taft St.
Dorchester, Ma. 021

Elena DeMeo
1060 Saratoga St.
East Boston, Ma.
569-8645

Pearlita Gilpin
27 Gayiand St.
Dorchester, Ma.0211
445-5569

Zainaol Ali
10 Emmons St.
P.O. Box 289
East Boston, Ma.021

Dora Daley
20 Carmen St.
Roxbury, Ma. 02121
436-0341

Patricia Cotter
10 Ashmont Ct.
Dorchester, Ma.0212
825-9668

Mary Medeinoa
240 Waldemar Ave.
East Boston, Ma.

Anne Brongiluke
84 West Eagle St.
East Boston, Ma.
569-8948

Carmine Ianochini
161 Adams St.
Dorchester, Ma. 021
265-8712

ATTACHMENTS

Survey A with Cover Letter

Survey B with Cover Letter

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Feel free to attach any additional comments

A.

Citywide Parents Council
59 Temple Place Boston, Mass. 02111 (617) 426-2450

May 15, 1984

Dear Parent:

We are studying the Business Education Magnet Program at East Boston High School to ensure that the program is fulfilling its potential to educate enrolled students for the business world. As the parent of a student in this program, please take a minute to answer the questions below and return in the enclosed envelope, as soon as possible. If your child is no longer in the program, pleas skip ahead and respond to the last question only.

Thank you very much. If you have any questions, call me at 426-2450.

-Kathi Barat, District 8 field specialist

****

1. Did you know that your child is enrolled in the Business magnet program at E.B. High? yes ☐ no ☐

2. Have you received information about the curriculum? yes ☐ no ☐
   If yes, in what form? written _____ conference _____
   phone contact ____ student _____
   other _____

3. Do you feel that you understand what the Business Education Program is supposed to teach? yes ☐ no ☐ not sure ☐

4. Are you satisfied that your child is learning special skills that he/she would not be able to get if not enrolled in the Business Education Magnet program? yes ☐ no ☐ not sure ☐
   If yes, what special skills? ____

5. Does your child seem satisfied with the Business Education Magnet program? yes ☐ no ☐ not sure ☐

6. Why did your child enroll in this program? ____

7. If your child is no longer enrolled in program, why did he/she withdraw? ____

OPTIONAL INFORMATION: Name ____________________________
Address _________________________________
Phone _______________

→ WOULD YOU LIKE MORE INFO ON THE BUSINESS ED. PROGRAM? .. yes ☐ no ☐

B.

Citywide Parents Council
59 Temple Place Boston, Mass. 02111 (617) 426-2450

May 29, 1984

Dear Parent and Student:

A review of the 1983-84 East Boston High School matrix of former students has revealed that your child has left the Magnet Business Education Program in which he/she had been enrolled earlier in this school year.

Please take a moment of your valuable time to complete this questionnaire about the East Boston Business Magnet Program, about your reasons for choosing the program, and your reasons for leaving the program.

The information gathered from this survey will be used to make recommendations to the Boston Public School administration for improvements in the program, its operation, and its services to students.

Thank you for your assistance in this survey.

Citywide Parents Council
Monitoring Office

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A multi-cultural parents organization monitoring quality, desegregated education

CITYWIDE PARENT COUNCIL SURVEY
EAST BOSTON BUSINESS MAGNET PROGRAM

Please circle the number next to the appropriate answer to each question. Please feel free to comment after any question.

A. When did you begin your studies in the East Boston Business Magnet Program?

1 Grade 9, Freshman Year
2 Grade 10, Sophomore Year
3 Grade 11, Junior Year
4 Grade 12, Senior Year

Comments, if any: ______________________________

____

____

B. Why did you select the East Boston Business Magnet Program?

1 Wanted legal office work preparation
2 Wanted medical office work preparation
3 Wanted business office work preparation
4 None of the above

Comments, if any: ______________________________

____

____

C. Did the East Boston Business Magnet Program meet your expectations?

1 Yes
2 No
3 Sometimes
4 Never

Comments, if any: ______________________________

____

____

D. Why did you withdraw from the East Boston Business Magnet Program?

1 Personal reasons
2 Academic reasons
3 Program not meeting my expectations
4 Other reasons

Please specify other reasons: ______________________________

E. If you could improve the East Boston Business Magnet Program for future students, what one suggestion would you make? ______________

Signature (optional) ______________________
Race (optional) ______________________
Date ______________________

EAST BOSTON HIGH SCHOOL BUSINESS MAGNET: Non-compliance Issues

Non-compliance Issue: failure to implement the plan ordered by the Court on May 3, 1976 and submitted by Boston in 1977 to create a business magnet. Specifically:

1. business magnet not unique or "magnetic"
2. program offerings of questionable quality
3. business magnet students have no access to a college-oriented business program
4. no special guidance or other support for entering (9th grade) minority students
5. lacks placement staff
6. poor record-keeping (no retention rates, placement rates, etc.)
7. program director has no administrative assistance and must also teach.

Issue	Suggested Uses of Funds	Expected Outcomes
1 - 3	Support collaboration with Salem State College (higher education partner), and development of other pairings	- Curriculum revision - Upgrading teachers' skills - Develop program with college link - Develop program to make business magnet unique
4	Provide support to new and minority students: guidance counselor, minority aide, multicultural materials, etc.	- Improve retention of minority students
5	Placement officer	- Develop job placements for students and graduates, and higher education placement for graduates
6 - 7	Clerical assistance	- Improved record-keeping - Free up time of program director for program improvement

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
EAST BOSTON HIGH SCHOOL

JOHN A. POTO
Headmaster

November 29, 1984

Dear

As you recall last Spring, the Citywide Parents Council sent to you a survey questionnaire in an attempt to identify any problems with the Business Magnet Program at East Boston High School as viewed from a student/parent perspective. I want to take this opportunity to personally thank you for your response to that questionnaire.

The Business Magnet is a court-ordered program to desegregate East Boston High School. It has been in operation for over 7 years. Through internal--within the school itself--and external monitoring by the State Department, we are constantly looking for ways to improve the quality and attractiveness of the program. However, we are in need of parental input in order to strengthen our search for financial and other forms of support of this program.

United parents has always been a highly successful means to a desired end in educational endeavors. It is with this in mind that we urge you to become actively involved with the progress of the Business Magnet aspect of our school. We invite you to attend our Open House on Thursday, December 6 from 7-9 p.m. and to see our facilities and meet our Business Department staff members. Then we would hope that you will contact our Business Department Head, Mrs. Ann Fisher, either before or after the Open House meeting to let her know of your interest and availability to help improve the Magnet Program. Mrs. Fisher can be reached by telephoning 569-7739 between 7:30 a.m. and 2 p.m.

We look forward to seeing you on December 6.

Sincerely yours,

John A. Poto

John A. Poto
Headmaster

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Enclosure: Business Dept. Newsletter
Copy to: Citywide Parents Council
State Dept. of Education

[illegible]

NEWS LETTER

November, 1984

BUSINESS/BUSINESS MAGNET DEPARTMENT

East Boston High School
East Boston, MA 02128

TELEPHONE: 567-2140
John A. Poto, Headmaster

From the Department Head's Desk

The Business Department wishes to take this opportunity to welcome to its staff two new teachers, Mrs. Ingram and Mrs. Sanders, both of whom come from the former Boston Business School.

The 1984-85 school year got off to a good start. After the Headmaster and his administrative staff and teacher assistants spent many hours last school year reviewing the curriculum, the result was a revised curriculum. Major revisions include:

1. All courses required for graduation have been placed in the 9th and 10th grades. It is felt that with the fulfillment of graduation requirements in the first two years, students will be better prepared to select a major area of learning for the remaining two years.
2. All 9th-grade students are required to take:

   1 semester of Computer Literacy
   1 semester of Personal Keyboarding (typing)
   1 full year of Occupational Information which consists of 4 segments (one quarter each segment) of exploring Careers in Business Education, Wholesaling and Retailing; Foods and Health and the Machine Shop area.

A further note of interest is the fact that after testing, all Grade 9 students are placed in an appropriate level of English and Math which will enhance their opportunity for making the proper individual progress.

The Business Department is now offering a full-year course in Wordprocessing (on the newly-acquired IBM Personal Computers) as well as Wordprocessing on the Wang Wordprocessors. Accounting continues to make use of the Apple computers for the time being but expects to transfer to the IBM PC's next school year.

This year, as in the past, the school will continue to work with local institutions of higher learning (Fisher Jr. College, Boston University, Salem State College) and with the business community (Massport Authority and The Boston Compact) in order to continue to upgrade the quality of education for our students.

Finally, through the Private Industry Council (PIC), Ms. Paula Kelley has recently joined "Eastie's" staff as a Career Specialist to assist students in their job search, on the job and other career related aspects.

SUMMER HAS GONE...But the memories linger on in the following ways:

Mrs. Alberghini enjoyed summer gardening
Mrs. Bryant, gardening and redecorating
Mrs. Fisher, that 6-day drive to and from Los Angeles
Mr. Gallo, home remodeling at his leisure
Mr. Green, His home on The Cape
Mr. Hardy, his 8 days spent in Chicago for the VFW (Veterans of Foreign Wars) convention
Ms. Henry, her family
Mrs. Ingram, her trips to Disney World; Atlantic City and North Carolina
Mr. Miraglia, his trip to California
Mr. Rudnick, his home on The Cape and especially his golfing and gardening
Mrs. Sanders, trips to Disney World and Hershey Park in Pennsylvania

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OPEN HOUSE, a successful event! (**NEXT ONE**: Thurs., DECEMBER 6, 7-9 p.m. at East Boston High School)

On Thursday, September 20, Open House for parents and students was held at East Boston High School. Following the Headmaster's welcome, Parent Council elections were held. This was followed by a building tour and coffee and refreshments.

Although the parental response was good, we all are hoping that more of our parents will take the time to become MORE INTERESTED and ACTIVELY INVOLVED in the educational progress of their children and the goals of East Boston High to give their children the best education has to offer. WE LOOK FORWARD TO SEEING YOU ON DECEMBER 6.

!!! HELP !!!

The Business Magnet Program of East Boston High is a racially-integrated component of the Business Education program. After students have completed their graduation requirements in Grades 9 and 10, they may select from the following major areas of interest in this program for their 11th and 12th years:

Legal-Medical Office Clerical
Secretarial— Court/Legal-Medical
Computer-Oriented Accounting

Because the Business Magnet Program is a special program under Court order, it is continuously monitored by both the State Department of Education and by the Citywide Parents Council. Through this monitoring process, and with the cooperation of East Boston High School, ways are continuously being sought to improve and upgrade the program. INTERESTED PARENTS OF MAGNET STUDENTS are needed in this program to provide input into the reviewing and updating process. We not only invite you but strongly urge you to come visit our school and see the wealth of modern office equipment and instructional materials which are being used to educate your children; then to take an ACTIVE INTEREST in making the Business Magnet a better program.

Please feel free at any time to contact:

Mrs. Ann Fisher
Business/Business Magnet Dept. Head
TELEPHONE: 569-7739 or 567-2140

Mr. Donald Coverdale
Guidance Counselor
TELEPHONE: 567-3601 or 567-6073

A "Word to the Wise"

As of this school year, both the students' subject teacher and the homeroom teacher will complete a warning notice approximately midway each quarterly marking period. Please understand that a prophesied failure in a subject does not necessarily indicate that a student will actually fail. It serves only to warn students to be on guard against such negative factors as the following which can cause failure:

Excessive absence—Students must be in school attendance at least 85% of the total number of days for the marking period.

Failure to do homework—Homework is an extension of the education process and is therefore important to complete the prescribed amount and quality of work for a particular subject.

Poor test results—Keeping up with class assignments, participating in classroom discussions, taking advantage of test reviews—all serve to help alleviate the possibility of getting poor test results.

Failure to make up work missed—Teaching and learning go on even while a student is absent. This work must be made up in order not to miss important elements of learning.

Continued on next page

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Poor class work (including oral participation)--Class work provides an opportunity for students to seek assistance from the teacher. It also provides an opportunity for students to learn from each other. Failure to participate in class work is denying oneself an important segment of the teaching/learning process.

Parents are asked to assist their children in every way possible to overcome any of the above negative factors which threaten the student's successful completion of a course.

TO ALL BUSINESS/BUSINESS MAGNET SENIORS--CONGRATULATIONS!

You deserve applause for "hanging in there". This year will go by so swiftly you'll look back and wonder where it went! So make the most of your last year of public education--good attendance prepares you for the work world; good grades prepare you to go on to higher education or to get a job in your chosen field. Don't forget either during this brief, last year to enjoy your extra-curricular activities and to enjoy your classmates from whom you may soon be separated as you go your separate ways in pursuit of your individual careers.

In this same vein, following are the senior, business job placements for 1984-85:

Zafrien Ali--Woolworth's
Rosalind Braithwaite--McDonald's
Ethel Brown--Bradlees
Sally Bynoe--Liberty Mutual Insurance Company
Sandra Cappuccio--Jimbo's
Anita Donaldson--Woolworth's
Rosemary Grasso--Coopers and Lybrand
Doreen Gleeson--Atlas Bedding Corporation
Vicki Halsell--Sheraton Hotel Headquarters
Nicole Jones--Coopers and Lybrand
Maureen Johns--Winthrop Hospital
Michelle McDonald--Brooks Fashions
Pierre Moody--Army Materials and Mechanical Research Center
Cheryl Othmer--Sandwich World
Lisa Peterson--Woolworth's
Mario Rocha--Dunkin' Donuts
Marco Watkins--Brigham and Women's Hospital

United States Business Education Awards

East Boston High School has been invited to nominate students for the U.S. Business Education Awards. This is an opportunity to give a few accolades to our worthy business students. The honor of being selected as one of America's most outstanding business education students is indeed a tribute to leadership, hard work and achievement. Furthermore, it can possibly provide future scholarship opportunities for our business students.

TEACHER/ADMINISTRATOR PROFILES

With our first Business Education Newsletter of the year, we are initiating this section on staff background. We hope it will serve not only to inform you of the educational qualifications of our staff members in this department but also to provide a little human interest by letting you know of some of our non-school related interests and activities. The result, hopefully, will be better knowledge and understanding of each other.

Ann L. Fisher (Fh)--Department Chairperson

Born and reared in Columbus, Ohio, Mrs. Fisher is currently a resident of Lexington, MA. She attended school at New York University (B.S.); Boston University (M.S.); Boston State College and Salem State College for Certification in Guidance and School Administration. She has been in the field of education for 25 years--21 years of which have been with the Boston Public School System (and at East Boston High); other years were in New Jersey.

Mrs. Fisher is married and has one daughter, 21 years of age and an 81-year old mother who resides with her. Her hobbies are: music, writing, flower gardening, interior decorating and fashion consulting. She is an active member of the Pilgrim Congregational Church of Lexington and of the Boston Chapter of Lambda Kappa Mu Sorority which is a national business and professional women's organization whose primary interest is promoting the educational growth of women.

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Continued on next page

Donald Coverdale(Cv)--Guidance Counselor (and Track Coach)

Born and reared in New York City, Mr. Coverdale is a product of the New York City public schools. He currently resides in Dorchester. Mr. Coverdale attended Bluefield State College in West Virginia and the University of Mass. at Amherst for graduate work. He has completed all course work for his doctorate which he is seeking in counseling and school administration. He has over 20 years experience in the field of education with previous experience in the state of New York and in western Massachusetts.

Mr. Coverdale is also an ordained Baptist minister and a member of the Concord Baptist Church in the South End. He is married and the father of two children. His hobbies, as an active fitness enthusiast, include marathon running, cycling, swimming and winter sports such as skiing and ice skating.

Peter Gallo (Ga)--Teacher of Business Law, Consumer Education, Legal and Medical Office Practice and Legal and Medical Terminology

Mr. Gallo was reared in East Boston and is a product of the Boston Public Schools (East Boston High, 1961). He attended Mass. Bay Community College (A.S.); Suffolk University (B.S.); Suffolk University's Graduate School of Business Administration (M.B.A.) and Boston State College for certification in Educational Administration. Mr. Gallo has taught in both summer and evening schools, culminating in the appointment as Principal of the East Boston Evening School, a position which he held for three years. He has been in the field of education for 18 years--16 of which have been at East Boston High School. Mr. Gallo pioneered the course in Consumer Education at East Boston High in 1971. He is an advisor to the Mock Trial Competition Team, a position which he enjoys a great deal.

Mr. Gallo is married and the father of three children. His hobbies include physical fitness, reading, home repair, music and swimming.

Wardrobe Tips for "The Girls—Young and Old"

Did you know that:

...prints and bright colors (especially pastelles) expose the quality of a garment more than solid, darker colors do. So choose darker, solid colors in less expensive wear.
...simple, clear-cut lines (as opposed to extensive detail in styling) are less likely to show flaws in workmanship in garments which are less expensive.
...you can wear those colors you like but find unflattering to your hair or facial coloring. Simply wear them on the lower part of your body (skirts and pants) and coordinate with an upper garment (blouse, sweater, jacket) in a color which you feel confident looks well on you.
...the length of your shoulder-strap bag should be governed by your height. Most are adjustable; so try adjusting it to your height to make it more flattering.

POETRY CORNER

A Friend

Take time to love
And time to care.
Take time to feel
For others' fare.
Just let them know
That even when
Their world goes wrong
You'll be a friend.

- Thomas C. Gallagher

HONOR ROLL -- CONGRATULATIONS

Names of honorees will appear next issue of newsletter.

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THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
EAST BOSTON HIGH SCHOOL

JOHN A. POTO
Headmaster

October 24, 1984

Mr. Frank A. Laquidara
Boston Public Schools
Dept. Of Education/Employment
75 New Dudley Street
Boston, MA 02119

Dear Frank,

In our telephone conversation today I stated our desire to update our vocational training facilities here at East Boston High School. (VIA PL 94-482) There are numerous necessary improvments needed to make our machine technology center comparable to other similar facilities around the state. We are requesting your involvement in our planning because of your expertise and knowledge of funding sources and our shared responsibilities for the vocational training received by our students.

As you are aware, the State Department of Education has indicated the need for magnet upgrading at East Boston High School be it Vocational or Business entitling us to PL 94-482 consideration.

Please advise me of your availability so that I may make plans with John Poto for our meeting. It should also be noted that I have scheduled our Vocational Advisory Committee meeting for November 30, 1984. I would like to have something to report to them at that time.

Sincerely yours,

Max R. Corbett

Max R. Corbett
Dept. Head Career Preparation

John A. Poto

John A. Poto, Headmaster

MRC/pc
cc: J. McDonough
J. Walsh
W. Dandridge
P. Ingeneri
D. Cronin
J. Caradonio
C. Glenn
J. Taylor ✓

86 WHITE STREET, EAST BOSTON, MASSACHUSETTS 02128 • 567-2140 AREA 617

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
EAST BOSTON HIGH SCHOOL

JOHN A. FOTO
Headmaster

October 31, 1984

Dear Mr. Caradonio:

As you are already aware, the East Boston High School's Business Magnet Program has been and continues to be reviewed by the State Department of Education. Through that monitoring process, the program has been found to fall short of both its purpose as approved by the Court in 1976 as well as its potential.

In its Report No. 3 to the U.S. District Court, District of Mass. on Boston School Desegregation (July 15, 1984, Vol. 1), the Department of Education found the Business Magnet Program to be "... a weak program that suffered from neglect by the School Department..." Among the areas pinpointed for attention were the following:

1. No teaching or adminstrative staff assigned full time--Director of the program is also Chair of Business Department.
2. Business Magnet teachers are also Business Department teachers.
3. No special support services for students in the program (especially freshman), mostly minority from outside District 8.
4. No staff specially assigned to develop cooperative (work-site) experience or job placement.
5. No seats reserved in post-secondary business education institutions.

In addition to the above-mentioned report by the State Department, the Citywide Parents Council has reached similar conclusions which were further enhanced as a result of Business Magnet students.

As a result of this external, constructive criticism, it is more than obvious that something must be done to insure the uniqueness of this program in order that it may be in conformity with the Court order as well as to continue to attract students.

We already have the rudiments of what could be an excellent program but financial assistance is an absolute essential. For example, we are currently considering an Office Simulation Program for seniors (and possible juniors) who either do not feel educationally ready for outside work experience or for some other reason choose to remain in school all day. We envision this program as being a well-developed plan, but the need for equipment and staff support are prerequisites to initiate such a plan.

With P.L. 94-482 funds in mind, I will telephone you soon to arrange a mutually convenient time to discuss this further, including format of proposal, time deadlines, etc.

Sincerely,

John A. Poto

John A. Poto
Headmaster

JAP/mr

cc: Mr. Joseph McDonough, Deputy Supt.
Mr. James Walsh, Deputy Supt.
Mr. William Dandridge, Deputy Supt.
Ms. Joyce Malyn-Smith, Manager Occup. Instruc. Design
Mr. Charles Glenn, State Dept.
Mr. David Cronin, State Dept.
Ms. Judy Taylor, State Dept.
Mr. Peter Ingeneri, Comm. Supt.
Ms. Ann Fisher, Dept. Head

BILINGUAL EDUCATION

BILINGUAL EDUCATION

I. **ORDER** Student Desegregation Plan of May 10, 1975 This Order addressed six bilingual education areas.

A. SUMMARY

"Where 20 or more kindergarten students attend a school and are found to be in need of bilingual instruction, the School Department shall provide it." (Page 4)

FINDINGS Compliance

Throughout the years the Boston Public Schools have made an effort to develop bilingual kindergarten programs for limited English proficient students. There are Kindergarten-1 programs in 17 schools and Kindergarten-2 programs in 25 schools. (Appendix A)

B. SUMMARY

"The School Bilingual Department staff shall make the decision to assign students to programs, but not to specific schools within community districts. Bilingual program assignments will be made first by the Assignment Unit". (Page 5)

FINDINGS Compliance

An agreement reached between the Master Parent Advisory Council and the Boston Public Schools, approved by the Department of Education, and incorporated into the Voluntary Lau Plan, stating that the Department of Implementation would assign students to programs as well as to specific schools within community districts has been implemented. Bilingual program assignments are the first ones made by the Assignment Unit of the Department of Implementation.

C. SUMMARY

"The School Department shall, under the court's supervision, prepare an 'Orientation and Application Booklet.' This booklet shall be printed for mailing in English, Spanish, and Chinese versions.

Translations into French, Greek, Italian and Portuguese shall be printed for distribution and copies of the booklet in these languages as well as in English-Spanish and Chinese shall be made available at local schools, community school district offices and at other municipal locations. A statement in each language shall appear in the English-Spanish booklet mailed to parents and students informing them of the availability and location of copies in these languages.

The orientation section of the booklet shall present brief but cogent descriptions of all of the schools and their programs within Citywide District 9 and shall orient readers accurately to school resources and to the range of options and restrictions governing final assignments." (Page 44-45)

FINDINGS Compliance

Boston has prepared, printed and distributed thousands of copies of the "Orientation and Application Booklet" in the language of all students in bilingual programs. The booklet complies, in all respects, with the specifications of the order. (Appendix B)

D. SUMMARY

"After the booklets have been mailed, there shall be an information and guidance center located in each community school district office to which parents and students may direct inquiries. The address and telephone number of each center shall be printed in the booklet." (Page 45)

FINDINGS Compliance

Bilingual Community Field Coordinators have been assigned to provide information and guidance in most district offices for all language groups except for Laotians. Even though the Laotian position has been budgeted and advertised, and candidates have been interviewed, no one has yet accepted the position. (See Appendix C - List of Community Field Coordinators and Appendix D - Letter from Dr. Spillane to Ms. Marlene Godfrey.)

E. SUMMARY

"Exceptions to variation limits shall be permitted where necesary to allow appropriate bilingual assignments or to allow students in any racial or ethnic group to be assigned to a particular school in groups of at least twenty." (Page 73)

FINDINGS Compliance

Limited English proficient students have been assigned according to the Order. Exceptions have been made throughout the years to allow for the assignment of limited English proficient students of all ethnic/language groups to particular schools in groups of at least 20.

F. SUMMARY

"Students in need of bilingual education . . . will be assigned individually to appropriate programs within the district of residence." (Page 74)

FINDINGS Compliance

Boston is in full compliance with this order. Exceptions have been made thoughout the years to allow for the assignment of limited English proficient students of all ethnic/language groups to particular schools. However, the dispersal of Hispanic middle and high school students in all the district high and middle schools, as reported in Report No. 3, remains a problem.

Because of that dispersal, bilingual services have been inadequate or inappropriate. For example, Hispanic guidance counselors are assigned to three schools rather than one or two. This means that they can be at certain schools only one day of the week. During critical periods such as the first days of school, this creates problems such as those documented at English High School. (See Appendix F) For a more complete picture of the inadequacy of counseling services, in spite of actual compliance with Court orders and the Lau Plan, refer to Appendix G. For more information about non-compliance with state regulations related to course offerings, refer to Appendix H.

The following illustrates the above findings:

Last year's visits to the Chinese Program at Charlestown High and the Spanish Program at Dorchester High highlighted two contrasting situations. On the one hand, the Charlestown High School Chinese bilingual program, with 11 Chinese bilingual teachers and a full-time Chinese bilingual counselor, had achieved high standards of academic excellence and was in compliance with all state regulations relative to pupil/teacher ratios and course requirements. Students in the program received not only required courses but also "extras" such as calculus and physics. This was, in part, made possible because 219 limited English proficient Chinese students from throughout the city had been assigned to the program.

In contrast, the Spanish bilingual program at Dorchester High, with only 83 students and five bilingual teachers, did not offer the minimum number of courses required by state law. For example, 24 limited English proficient students, grades 9 through 12, were taking the same science class and using a Spanish First Aid Handbook as a text. Some of these students had already studied biology and chemistry in Puerto Rican and Dominican Republic high schools.

Last year this situation was repeatedly documented in most middle and high school Hispanic bilingual programs with the exception of Jamaica Plain High. This year, the Assignment Unit of the Department of Implementation assigned some Hispanic bilingual students from the Jamaica Plain cluster to other high schools, thus reducing the cluster's size and quality.

Despite some efforts to improve the situation, the English High School Haitian bilingual program -- a program of large cluster size -- remains without appropriate and adequate staff, materials and other resources necessary for compliance with state regulations.

II. **ORDER** Unified Plan for Vocational and Occupational Education in the City of Boston, filed with the Court on September 8, 1975

For a report on this order, see Vocational/Occupational Education Report pp.187-190.

III. **ORDER** Memorandum of May 6, 1977
Modifying Desegregation Plan

A. SUMMARY

"Screening and classification of the prospective student shall be presented by the bilingual department prior to final assignment, however, in accordance with state law. As part of the orientation and assignment process, direct mailings shall be made in appropriate languages to all parents explaining the rights of their children under M.G.L., c. 71A, to enroll in or transfer into such classes." (Page 23)

FINDINGS Compliance

An agreement between the Master PAC and the Boston Public Schools, approved by the Department of Education and incorporated into the Voluntary Lau Plan states that mailings to inform parents of their chidren's enrollment status are no longer necesary. Parents have the opportunity in the parent-school personnel interview to agree or disagree with the school department's decision to enroll a child in a TBE program, according to c. 71A regulation #45. A signed statement from the parent is kept on file.

B. SUMMARY

"Transfers . . . to or from a bilingual . . . class may be made at any time. Other transfers may be made only at the beginning of the second half of the school year." (Page 27)

FINDINGS Non-Compliance (Some Improvement)

Boston has taken steps to facilitate partial and full mainstreaming. Boston has offered training in parallel scheduling and sister clustering to schools where parallel scheduling had not been used. Boston has also made efforts to improve the physical conditions in schools such as Dorchester High where space limitations caused overcrowding in non-bilingual classes and thus made mainstreaming difficult. The staff of the Lau Unit and the Bilingual Department have also taken steps to develop language assessment teams in schools such as the Ohrenberger Elementary which previously did not have them. These teams monitor the students' progress in the acquisition of English as well as their native language. Based on the testing done by the language assessment teams, students are either retained in bilingual classes or transferred to non-bilingual ones.

Boston needs to explore effective methods of mainstreaming for bilingual students including:

1. reducing the student/teacher ratios for non-bilingual classes in schools that have bilingual programs;
2. providing sufficient and adequate language support services in the non-bilingual program as recommended in Report Nos. 2 and 3;
3. educating parents about the benefits of mainstreaming students into non-bilingual programs; and
4. creating "two way" bilingual schools like the Hernandez.

IV. ORDER

Memorandum and Orders of March 21, 1978 Modifying Desegregation Plan

SUMMARY

Section 2(c) of the kindergarten plan, approved with modifications on August 12, 1977, is amended by adding thereto the following sentence: "Bilingual Extended Day

Kindergarten Programs may be organized separately from regular Extended Day Programs." (Page 5)

FINDINGS Compliance

Boston has complied with this order; there are 12 Bilingual Extended Day Kindergarten Programs in existence. (Appendix A)

CONCLUSIONS/RECOMMENDATIONS

Boston has fully complied with orders related to:

1. the provision of bilingual instruction for limited English proficient (L.E.P.) kindergarten students;
2. the organization of Bilingual Extended Day Kindergarten Programs;
3. the assignment of L.E.P. students to programs and schools;
4. the preparation and distribution of the "Orientation and Application Booklet" in all languages, the establishment of information and guidance centers located in each Community School District Office;
5. the allowance of exceptions to variation limits;
6. the assignment of L.E.P. students to programs within their district of residence; and
7. the classification of prospective students by the Bilingual Department prior to final assignment.

While Boston has made some efforts to comply with the order regarding in-school transfers, it has yet to implement our recommendations or to reduce student/teacher ratios and provide sufficient and adequate native language support services in the non-bilingual program.

Serious questions and concerns about the adequacy and appropriateness of bilingual services in most Hispanic middle and high school clusters due to clustering problems also remain.

Non-compliance issues still remain in the provision of appropriate administrative, counseling and instructional support services in the native language to L.E.P. students in the bilingual vocational/occupational programs. For specific recommendations regarding bilingual services to vocational/occupational programs, consult the Vocational/Occupational section pp. 198-199.

In order to enhance mainstreaming:

1. the Department of Implementation must reduce the student/teacher ratios for non-bilingual classes in those schools which house bilingual education programs;
2. the Bilingual Office must continue to train school personnel in the areas of parallel scheduling and sister clustering;
3. Boston must provide sufficient an adequate native language support services in the non-bilingual program;
4. the Lau Unit must help organize and improve the effectiveness of language assessment teams;
5. Boston should create more "two-way" bilingual schools like the Hernandez;
6. Boston should educate parents about the benefits of mainstreaming students into non-bilingual programs;
7. the adequacy and appropriateness of bilingual services in the Hispanic middle and high school clusters must also be addressed. Boston must involve all relevant parent organizations, plantiff intervenors, the Bilingual Department's staff, leaders of the Hispanic community in Boston, and others, in the development of a plan to consolidate some of the high and middle school clusters.

BOSTON DESEGREGATION REPORT #4
BILINGUAL EDUCATION
VOLUME II ATTACHMENTS

1. Appendix A: Bilingual Kindergarten Programs
2. Appendix B: Table of Contents from 1984-85 Student Assignment Handbook
3. Appendix C: Community Field Coordinators
4. Appendix D: Letter, Robert Spillane to Marlene Godfrey Re: Non-Compliance Issues at English High School
5. Appendix E: Questionnaire for Vocational/Occupational Educational Programs
6. Appendix F: Marlene Godfrey to Robert Spillane Re: Bilingual Non-Compliance Issue
7. Appendix G: Hispanic Guidance Counsellors
8. Appendix H: Regional Courses Offered and Access to Extra Curricula Activities

APPENDIX A
BILINGUAL KINDERGARTEN PROGRAMS*

District	Schools	Language	Programs		
			K1	K2	E.D.P.**
1	Baldwin	Chinese	x	x	–
	Hamilton	Cambodian	x	x	–
	Tobin	Spanish	x	x	EDP
	Winship	Spanish	x	x	–
2	Agassiz	Spanish	x	x	EDP
	Kennedy	Spanish	x	x	EDP
3	Lee	Spanish	–	x	EDP
	Mattahunt	Greek	x	x	EDP
4	Shaw	Haitian	–	x	EDP
5	S. Greenwood	Spanish	–	x	EDP
	Holland	Spanish	x	x	–
	Marshall	Spanish	x	x	–
6	Dever	Spanish	–	x	EDP
	Emerson	Cape Verdean	x	x	EDP
	Winthrop	Spanish	x	x	–
7	Blackstone	Spanish	x	x	EDP
	Hurley	Spanish	x	x	–
	Quincy	Chinese	x	x	EDP
8	Otis	Italian	x	x	–
		Portugese	–	x	–
		Spanish	–	x	–
9	Hennigan	Spanish	–	x	–
	Hernandez	Spanish	–	x	EDP
	Jackson Mann	Vietnamese	x	x	–
	Ohrenberger	Laotian	x	x	–

*Refer to Court Orders of May 10, 1975 (p. 4) and March 21, 1978 (p.5).

**Schools with Bilingual Extended Day Kindergarten Programs

APPENDIX B

TABLE OF CONTENTS FROM THE 1984-85 STUDENT ASSIGNMENTS HANDBOOK

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[illegible]
[illegible] 726-4300 ext. 5481 [illegible]
[illegible] (726-6555) .

[illegible]

APPENDIX C

Community Field Coordinators:

Name	Language	District office & Phone	
Ramonita Diaz	Spanish	I	783-1195
Sophy Seng	Cambodian	I	"
Anh Tran	Vietnamese	I	"
Vacant	Laotian	I	"
Ana Rodríguez	Spanish	II	522-7100
Pauline Tsoumis	Greek	III	323-6020
Evelio Rodriguez	Spanish	V	288-6068
Raymond George	Haitian	V	" -288-24
Manuela Costa	Cape Verdean/Portuguese	VI	282-3440
Norma Rodriguez	Spanish	VI	"
Isabel Yee	Chinese	VII	426-5552
Amelia Manana	Spanish		"
Rosario Cascio	Italian	VIII	569-2959
Felix Ibanez	Spanish	IX	442-1397

APPENDIX D

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON mg

BOSTON PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
ROBERT R SPILLANE

October 11, 1984

Ms. Marlene Godfrey, Director
GBREC
27 Cedar Street
Wellesley, Massachusetts 02181

Dear Ms. Godfrey:

RE: Non-Compliance Issues at English High School

There has been a steady increase of bilingual Haitian and Spanish students at English High School since the beginning of school in September. We made allowances in our projections last spring for a normal increase; however, the summer months brought many new families into Boston.

We have adjusted our original and new projections and have increased the number of teachers to address the current staffing problem. All positions have been budgeted and teachers are being interviewed to fill needed slots. This includes the numbers you mentioned in your October 1st letter. Aides will also be assigned as needed.

We have also interviewed candidates for the Laotian Community Field Coordinator position and offers have been made; however, to date no one has accepted. We have also assessed the need for an additional Guidance Counselor slot for the Hispanic students; however, we do have a person covering the school one and one-half days each week which is adequate for the number of students assigned. This is probably more of a scheduling problem than an unmet service. We do follow the 250:1 student/counselor ratio as outlined in the Lau Plan for bilingual students.

It usually takes two to three weeks for bilingual students to be tested and leveled each year; consequently, there is a scheduling delay which is unavoidable, especially when new students enter during the month. Every effort is being made to remedy this situation presently.

English High School this year is undergoing major changes in programming. The school currently has a bilingual population which is more than 30% of the enrollment and growing. In a situation like this, it is important that bilingual students are mainstreamed as soon as possible so that they can be integrated into the standard curriculum classes.

Mr. Sidney Smith, the new Headmaster, is well aware of the complexities of his task and needs our support. I would appreciate it if Mr. Rodriguez would meet with him on a regular basis and discuss the issues.

Sincerely,

Robert R. Spillane

Robert R. Spillane
Superintendent of Schools

mc

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APPENDIX E

QUESTIONNAIRE FOR VOCATIONAL/OCCUPATIONAL EDUCATION PROGRAMS - SPRING 1984

Legend
X = yes
- = does not exist

	Cleveland	M L King	Dearborn	Taft	Mackey	Boston High	J. Plain High	M. Park High	Boston Tec	
1. Are there written procedures to encourage LEP students to enroll in Occ/Voc Ed. program										
• letters in native lang. to parent	-	-	-	-	-	-	-	-	-	
• other										
2. Do written procedures exist to determine LEP students?	x	x	x	x	x	x	x	x	x	
3. What kind of services are offered to LEP students in the native lang.										
• voc/occ ed. in native lang.	-	-	-	-	-	-	-	-	-	
• other										
4. Staffing information										
• native language teachers #	5	5	6	3	5	5	7	14	-	
• ESL teacher	1	1	1	2	1	-	-	1	1	
• aides	1	-	-	-	3	-	3	2	-	
• counselors *	2½	-	-	1	1	1	1	1	-	
5. What are the numbers of LEP students enrolled in this school? **	98	69	102	102	68	63	92	175	99	
6. What is the teacher/student ratio?										
7. How do you teach LEP students?										
• teach monolingually										
• teach monolingually with a bil. student translating	x	x	x	x	x	x	x	x	x	
• teach monolingually with some native lang. materials										
• teach monolingually with a native language speaking aide.							x			
• teach bilingually - in English and the targeted native lang.										
8. Are aides available to work with your students	-	-	-	-	-	-	x	x	-	
9. Are aides used in the voc/occ education classes to help the LEP students	-	-	-	-	-	-	-	-	-	

* represents the number of days/weekly
** Lau Categories A&B only

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	Cleveland	M.L. King	Dearborn	Taft	Mackey	Boston High	J. Plain High	H. Park High	Boston T	
What programs are available										
• automative						x				
• foods	x	x	x	x	x		x	x		
• clothing	x	x	x	x				x		
• electronic	x			x					x	
• woods	x	x	x		x		x	x	x	
• drafting	x		x	x				x		
• metal	x	x					x		x	
• data processing				x						
• printing		x		x				x	x	
• business				x		x	x	x		
• computer education	x					x	x	x		
• child care								x		
• machine technology									x	

Curricular materials are available in the following native lang.

- Cape Verdean
- Portuguese
- Haitian
- Cambodian
- Laotian
- Vietnamese
- Chinese
- Italian
- Greek
- Czechoslavakian
- Spanish
- Other

Refer to Appendix N, specifying the availability of materials by program area and by language groups.

Curricular materials are used in the following language.

- Cape Verdean
- Portuguese
- Haitian
- Cambodian
- Laotian
- Vietnamese
- Chinese
- Italian
- Greek
- Czechoslavakian
- Spanish
- Other

Materials in the native languages are not used.

What kind of native language materials do you use?

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	Cleveland	M.L.King	Dearborn	Taft	Mackey	Boston High	J. Plain High	M. Park High	Boston Te
4. Does coordination exist between the voc/occ education teachers and the bilingual teachers in:	*					Some coordination exists.	Some coordination exists.		
• automotive									
• foods									
• clothing									
• electronic									
• woods									
• drafting									
• metal									
• data processing									
• printing									
• business									
• computer education									
• other									
• Does coordination exist between the voc/occ education teachers and the ESL teachers in	*					Some coordination exists.	Some coordination exists.		
• automotive									
• foods									
• clothing									
• electronic									
• woods									
• drafting									
• metal									
• data processing									
• printing									
• business									
• computer education									
• other									
• Is this administration/teaching peers receptive to bilingual education services to the LEP students?									

* No coordination exists

AVAILABLE NATIVE LANGUAGE CURRICULAR MATERIALS VOCATIONAL/OCCUPATIONAL EDUCATION

LANGUAGE	Cape Verdean		Portuguese		Haitian		Cambodian		Laotian		Vietnamese		Chinese		Italian		Greek		Spanish		Czechoslavakian		Other (Specify)			
PROGRAM		N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Food Service									X																	
Retailing, Marketing and Management																										
Cabinetmaking																			X							
Carpentry							X		X																	
Plumbing									X										X							
Building Maintenance and Repair																										
Autobody Repair Laboratory											X								X							
Machine Laboratory																			X							
Sheet Metal Laboratory																			X							
Welding Laboratory																			X							
Advanced Office and Management											X								X							
Legal Office Procedures																			X							
Medical Office Assistant																			X							
Word Processing																			X							
Banking																										
Child Care																										
Cosmetology																			X							
Fashion/Interior Design																										
Hotel Hospitality																			X							
Data Processing																			X							
Health Aide									X										X							
Health Laboratory Skills																			X							
Medical Office Assistant-Clinical																			X							
Nursing Assistant									X										X							
Electrical Technology										X									X							
Electronics Technology																										
Heating, Air Conditioning, Refrigeration																			X							
Commercial Design		X																	X							
Fashion Illustration																										
Machine Drafting		X																	X							

APPENDIX H (cont')

LANGUAGE PROGRAM	Cape Verdean		Portuguese		Haitian		Cambodian		Laotian		Vietnamese		Chinese		Italian		Greek		Spanish		Czechoslavakian		Other (Specify)	
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Photographic Technology																								
Printing																								
Television Production																								
Automotive/Truck Repair																								
Marine and Small Engine Repair																								

APPENDIX F

Greater Boston Regional Education Center

The Commonwealth of Massachusetts

Department of Education

27 Cedar Street, Wellesley, Massachusetts 02181 431-7825

October 1, 1984

Superintendent Robert S. Spillane
Boston Public Schools
26 Court Street
Boston, MA 02106

Re: Bilingual (Chapter 71A) Non-Compliance Issues at English High School

Dear Superintendent Spillane:

On September 19, 1984 Mr. Rodolfo Rodriguez conducted a monitoring visit at the English High School. He found that the enrollment in the Haitian and the Hispanic clusters had increased. As of that date, two hundred fifty-five (255) Haitian and seventy (70) Hispanic students had been assigned to the bilingual program by the Department of Implementation. With those figures and regulation #14.05 of the Massachusetts Transitional Bilingual Education Act (Chapter 71A) as a point of reference, Mr. Gary Daphnes, the Bilingual Department Head, reported to Mr. Rodriguez the following staffing needs:

1. One Haitian bilingual teacher.
2. One ESL teacher.
3. One Spanish bilingual teacher.
4. Two bilingual aides.

Mr. Rodriguez also learned that a Laotian community field coordinator had not been assigned to assist Laotian parents even though that need had been identified in previous reports. In addition, there were no guidance counselors or teachers available to help Hispanic students with registration and scheduling problems. It was also learned that the guidance counselor can be at English only one and a half days a week; a guidance counselor should be available at least three days a week. This situation at English was previously reported (Report Number 3, Volume 2).

To document the teaching staff needs reported by Mr. Daphnes, our monitor provided 25 copies of a Bilingual & ESL teachers questionnaire to be completed by all teachers in the program. Mr. Rodriguez agreed to visit the English High School again on Tuesday, September 25, 1984 to pick up the forms and evaluate the reported staffing needs.

On September 25, 1984 Mr. Rodriguez returned to English High School and reported the following: Sixty-nine (69) of the seventy-eight (78) Hispanic students were sitting in class without schedules or materials. A new bilingual Spanish teacher had arrived that morning. Mr. Seda, the bilingual teacher was attempting to figure schedules for the students. When Mr. Rodriguez noticed that only two teachers were scheduled for the classes, he asked why the five teachers required under regulation #14.05 of Chapter 71A were not in place. He was told that a third bilingual teaching position was being used to offer college preparatory courses for both limited English proficient and mainstreamed bilingual students. Therefore, this teacher could not be scheduled to assist the other two teachers. Mr. Rodriguez informed Raffael DeGruttola about this situation.

Further inquiry into this matter at the central office that same afternoon disclosed that by September 4, 1984 the Department of Implementation had projected sixty-five (65) students for the Hispanic cluster. Eighteen (18) more students had been assigned to the program. In all likelihood at least twenty-two (22) more students will be assigned there during the next few days. After conversing with Mr. Daphnes, Mr. Sid Smith (headmaster), Ms. Ivonne Iturrino of the Personnel Department, Mr. Dana Rizzotti of the Budget Office, Ms. Georgette Gonsalves (bilingual coordinator), Mr. Raffael DeGruttola and Mr. Carl Nickerson (Department of Implementation), it is our understanding that:

1. The ESL position was budgeted but has not been filled yet.
2. The bilingual teacher who had been teaching College prep courses will be included with the other two Spanish bilingual teacher when scheduling the seventy-eight (78) new students.
3. There is need for a Hispanic bilingual counselor at least three days of the week.
4. There is need for a Laotioan community field coordinator citywide.
5. In order to teach the seventy-eight (78) Hispanic students at the English High School, at least one more Spanish bilingual teacher should be budgeted and assigned to the school. If the cluster increases to one hundred (100) students, as Mr. Nickerson expected, then another teacher would have to be budgeted and hired to comply with regulation #14.05 of Chapter 71A requirements.

6. To serve the two hundred eighty-one (281) Haitian students assigned to the school, at least one more Haitian bilingual teacher and two more aides are needed. Once the forms completed by the teachers are analyzed by our monitor, it will be possible to determine whether another teacher is needed.

Given the seriousness of this situation, we expect the needs identified above to be satisfied within the next few days so students will not have to lose additional days of class. I would appreciate hearing from you regarding the resolution of these issues.

Sincerely,

Marlene Godfrey

Marlene Godfrey
Regional Director

MG/mw
cc: Raphael DeGruttola
Jim Case
Rodolfo Rodriguez
Frank Banks
Ernie Mazzone
Sid Smith

APPENDIX G

HISPANIC GUIDANCE COUNSELORS AND SCHOOLS TO WHICH THEY HAVE BEEN OR WILL BE ASSIGNED

1. Carmen Janda	Brighton High, Taft Middle, Edison Middle
2. Margarita Perez	J.P. High, Mary Curley Middle
3. Luis Torres	Dorchester High and Cleveland Middle. Will pick up the McCormack Middle.
4. Juana Flores	Charlestown High and Timilty Middle. Will pick up Martin Luther King Middle
5. Ana Bunker	English High, Madison Park High, Mackey Middle

NO HISPANIC GUIDANCE COUNSELORS ARE AVAILABLE FOR HISPANIC STUDENTS ATTENDING CLASSES AT

1. South Boston High
2. Mario Umana High
3. H.H.O.R.C.
4. Boston High

APPENDIX H

REQUIRED COURSES OFFERED AND ACCESS TO EXTRA-CURRICULAR ACTIVITIES

SCHOOLS	All Chapter 71A mandated courses offered?	
	YES	NO
English High	Haitians	Laotians Hispanics
Dorchester High		X
South Boston High		X
Jamaica Plain High	X	
Boston High		N/A
H.H.O.R.C.		N/A
Madison Park High		X
Mario Umana High *		X
Cleveland Middle		X
M. L. King Middle		X
Dearborn Middle		X
Taft Middle		N/D
Mackey Middle		X
Boston Tech		N/A
Blackstone Elementary		N/D

N/A – Does not apply
N/D – No data

* Umana offers two years of TBE (7th and 8th grades) to a Chinese and a Hispanic cluster limited in size to 30 students per cluster. This does not allow for a full TBE program.

BEST COPY AVAILABLE

VOCATIONAL AND OCCUPATIONAL EDUCATION

VOCATIONAL AND OCCUPATIONAL EDUCATION

I. **ORDER** Unified Plan for Vocational and Occupational Education in the City of Boston, filed with the Court on September 8, 1975, and amended on June 14, 1976 and January 28, 1978.

A. COMPLIANCE WITH RELEVANT COURT ORDERS, STATE LAWS AND REGULATIONS (pp. 8-11)

SUMMARY

All vocational/occupational education programs are required to be in compliance with (1) racial ratios established by the Court and (2) the admissions criteria specified by the Unified Plan, including proportional enrollment representation by sex.

FINDINGS Partial Compliance

(The findings of the implementation of this requirement are incorporated in the STUDENT ASSIGNMENTS report. See pages

B. CORE PROGRAMS (pp. 15-17)

SUMMARY

Boston is required to provide all middle school students in exploratory programs with a strong career guidance emphasis in three major cluster areas: Industry Related, Food-Home-Health Services Related, and Business-Distribution-Government Related. In addition, supplemental career exploratory activities are required to introduce students to a broad range of career choices free of race or sex sterotypes. The Cleveland School is required to have a full time Career Education Coordinator position. High school exploratory clusters are required for grades 9-12; the ninth grade cluster is mandatory for all students. Boston is also required to offer employability skill programs for grades 10-12 in Business-Office Education, Food-Home-Services-Health Education, and Distributive-Marketing Education.

FINDINGS Partial Compliance

Middle School Exploratory Clusters

Significant efforts have been made to bring all of Boston's middle school exploratory programs into full compliance. Notable accomplishment has occurred particularly in the Business-Distribution-Government related cluster through the implementation of extensive computer education programs. Two schools (Cheverus and Tobin) with small enrollments, however, remain in non-compliance. The Cheverus Middle School does not offer the Industry Related Cluster. The Tobin with grades K-8 has a middle school enrollment of 85 students and does not offer the Industry Related Cluster and the Food-Home-Health-Services Related Cluster.

The scheduling and instruction of the three exploratory clusters continue to vary among schools. Some offer two to three double periods per week while others offer one or two single periods per week. The length of time that a student may remain in any specific program ranges from 6 to 14 weeks. In addition, some schools offer three or four different Industry Related shops while others offer only one. The student/teacher ratio is inconsistent among schools, particularly in the Food-Home-Health-Services Related Cluster. In some cases there is only one teacher for 500 students or more, twice the preferred ratio. Some instructors expressed concerns about reduction in the quality and amount of supplies; however, others felt that they had ample materials for instruction. (See pages 560 and 561 in Report No. 3 for middle school program distribution, scheduling process and enrollment data.)

Middle School Career Guidance

The status of supplemental career exploratory activities in Boston's middle schools continues to fluctuate and vary among schools and districts. Several years ago, full-time career education coordinators existed in all middle schools. After Proposition 2 1/2, these full-time positions were eliminated except for the full time coordinator at the Cleveland Middle School. The Cleveland School position was eliminated during the last school year but was reinstituted as a part-time position this year. In most districts, career education activities were carried out through the use of Chapter 636 funds. Most middle schools discontinued or greatly reduced their career education programs when the priorities for Chapter 636 funding changed, indicating a lack of school commitment. Project Business in a few classrooms in some schools, annual career fairs, and some assistance from school volunteers currently substitute for previous comprehensive programs. Most guidance counselors are reluctant to assume the responsibilities for implementing career education activities because each has guidance responsibilities for more than 400 students. To a degree, some schools provide career education, but a comprehensive program does not exist. As a result, many 8th graders continue to enter high schools without adequate information, guidance, preparation, or decision-making skills for making high school choices.

This year, 4 middle schools (Taft, Lewenberg, Cleveland and Barnes) and the middle school component of the Tobin through a Commonwealth In-Service Institute Grant will adapt a career education model, Project BICEP (Barnstable Instructional Career Education Project), in targeted program areas.

A policy which outlines the career development goals for students from kindergarten through high school has finally been completed but is currently awaiting school committee approval.

High School Exploratory

The high school exploratory programs have been in partial-compliance throughout the last three reporting periods. Initially, only 5 district high schools were in full-compliance. As of the last reporting period, 10 district high schools (Brighton High, Jamaica Plain High, Hyde Park High, Jeremiah E. Burke and Dorchester Highs, South Boston High, Charlestown High, East Boston High, English High and Madison Park High) were in full compliance with the exploratory offerings. The only remaining district high school, West Roxbury High, is now also in full compliance with the offering of the Food-Home-Health-Services Related Cluster this year. The exam, technical and other specialized schools such as Copley High and Boston High do not offer vocational exploratory clusters. However, all of these schools, with the exception of the exam schools, have 9th graders attending exploratory clusters at the HHORC.

Other supportive exploratory activities provided through school, business and university partnerships are offered in many high schools and at the HHORC.

High School Employability Clusters

The employability cluster offerings in the 10 district high schools continue to be in partial-compliance with limited progress towards full compliance since the last reporting period. Non-compliance exists mainly in the Food-Home-Health-Services Related Cluster and in the Distributive-Marketing Cluster. Full compliance exists mainly in the Business-Office Education Cluster.

The Food-Home-Health-Services Related Cluster is offered in the high schools primarily as an exploratory program as opposed to an employability program. The number of Distributive Education/Marketing programs has continued to decrease over the past two years and the four schools (Brighton, Burke, Dorchester and Madison Park) which still have Distributive Education programs have low enrollments. In addition, the HHORC only offers one program in this cluster area. The Business-Office Education Cluster continues not only to be in compliance but also to expand and improve citywide because of the purchase of computer hardware.

C. MAGNET PROGRAMS (pp. 18-24)

SUMMARY

This provision delineates specific program and capacity requirements for the HHORC, lists specific district programs to be transferred or phased out, and requires specific magnet programs to be established in each district.

FINDINGS Partial Compliance

Most of the requirements for magnet programs have been met. The HHORC is operational; however, enrollment continues to fluctuate between 50% and 71% of the total capacity. As of November 2, 1984, the enrollment at the HHORC reported as 2,256 (however, this includes approximately 400 students who Did Not Report-DNR). The program offerings at the HHORC emphasize the trade and industry area. However, certain major occupational clusters are not offered, including Agriculture, Natural Resources and Environment, Transportation, Fine Arts and Humanities, and Public Service. Instead, all of these clusters, with the exception of Public Service is offered as district magnet programs.

Jamaica Plain High in District II does not offer a citywide magnet program. To date no active efforts have been taken to establish the magnet program, Information Management System, in this school as recommended in the Unified Plan.

D. IN-SCHOOL BILINGUAL (pp. 24-30)

SUMMARY

The Unified Plan stipulates that selected bilingual vocational/ occupational programs, with appropriate administrative, counseling and instructional support services, would be established to serve limited English proficient (LEP) students. These bilingual vocational/occupational education programs would utilize the native language of the LEP students as the primary medium of instruction.

FINDINGS

Non-Compliance (Improvements)

Monitors have found that native language bilingual vocational/occupational programs are not provided by Boston Public Schools as specified by the Unified Plan. All limited English proficient students are mainstreamed into regular vocational/occupational education programs and provided various instructional support services. The policy directive and operational guide for the delivery of these services is the Bilingual Vocational Education Policy Manual. This document outlines the fundamental approach, strategies and procedures for instructional and pupil personnel support services to LEP students enrolled in vocational/occupational programs. The major emphasis of the monitoring efforts has been to assess the progress in implementing the provision of support services.

The following findings have emerged:

1. Bilingual Vocational Education Policy

   The focus of this monitoring period has been to assess the degree to which the Bilingual Vocational Education Policy Manual is undergoing revisions and modifications within the Boston Public Schools. The revisions and modifications are intended to provide greater clarity of definitions, to broaden the scope of the policy, and to develop individual student service plans based upon identified needs.

   The Humphrey Occupational Resource Center, 4 high schools (Boston, Jamaica Plain, Dorchester and Brighton) and 2 middle schools (McCormack and Martin Luther King) are using the policy in a limited way. These efforts were initiated very recently. The impact and results, therefore, cannot be adequately measured.

2. Bilingual Staffing

The absence of bilingual aides available to limited English proficient students enrolled in occupational education programs, particularly at the middle school level, continues to be an outstanding concern. Bilingual aides are not available to LEP students enrolled in middle school exploratory programs. Bilingual aide staffing at the high school level has improved since the previous reporting period. For example, Boston has utilized federal vocational education funds to hire a Cambodian aide for the Humphrey Occupational Resource Center and South Boston High, and a Hispanic aide each for Jamaica Plain and Dorchester High Schools, who are scheduled to work in the first week of December, 1984.

The lack of adequate bilingual counseling services remains a serious concern. Although bilingual guidance counselors are available in some schools, these services are inadequate. The bilingual counselors are available at schools on a limited basis, ranging from full-time to one to two days per week or month. The Humphrey Occupational Resource Center presently has no bilingual counselor on staff. Supplemental vocational guidance is provided to a limited number of Hispanic students (40) at the Humphrey Occupational Resource Center by 2 Hispanic community based organizations, Talent Search and the Ecumenical Social Action Council.

3. LEP Student Recruitment and Referral

Recruitment of limited English proficient students is conducted in some native languages. Informational bulletins describing vocational/occupational programs in Boston are disseminated to LEP students and parents in their native languages. Information has been disseminated through television programs and announcements and other available print media. The Bilingual Field Coordinators have contributed significantly to these efforts. Results indicate that these strategies have been successful in attracting and increasing the enrollment of limited English proficient students in vocational/occupational programs in Boston. Enrollment data indicate that LEP students enrollment in vocational/occupational programs has increased from a total of 2,919 for school year 1983-84 to 3,022 for the current school year.

4. Availability of Native Language Materials

Substantial efforts have been devoted to adapting curricular materials for limited English proficient students. Native language instructional materials (primarily Spanish) also are available in several occupational/vocational program areas from the HHORC through the Coordinator of Bilingual Vocational Services. These materials are utilized by instructors to a very limited degree. Coordination among the bilingual, E.S.L., vocational English as a second language (V.E.S.L.) and vocational/ occupational teachers is also very limited.

E. OUT-OF-SCHOOL YOUTH, AGES 16-21 (pp. 31-35)

SUMMARY

Boston is required to cooperate with city agencies to provide vocational education services for out-of-school youth, ages 16-21.

FINDINGS Compliance

The previous report indicated that the City of Boston is providing a wide range of services to out-of-school youth through the joint efforts of the Neighborhood Development and Employment Agency and the Boston Private Industry Council. Many are alternative education programs linked with Boston Public Schools and lead to credit toward a high school diploma and entrance into skills training programs. With the implementation of the provisions of the Job

Training Partnership Act, these programs are continuing to serve out-of-school youth.

The Boston Neighborhood Development and Employment Agency reported that a total of 1,383 out-of-school youth between the ages of 16-21 were served during the 1983-84 program year. An approximate number is projected to be served during the current 1984-85 program year.

F. VOCATIONAL/OCCUPATIONAL EDUCATION FOR SPECIAL NEEDS STUDENTS (pp. 36-39)

SUMMARY

Boston is required to maintain vocational/occupational education services for special needs students and to provide training for vocational/occupational instructors in this area.

FINDINGS Compliance

Boston has been providing a comprehensive range of vocational/occupational education services for special needs students.

The provision of in-service training for all vocational/occupational instructors on strategies to instruct special needs students remains an outstanding concern.

G. PROGRAM CHANGES AND DELETIONS (pp. 47-48)

SUMMARY

Boston is required to transfer certain programs as specified.

FINDINGS Partial Compliance

Some incomplete program transfers as indicated in previous reports remain incomplete. The Cabinet Making (Architectural Woodworking) and Upholstery (Interior Design) programs at Dorchester High have not been transferred to the HHORC. The Machinist program at East Boston High is being phased out at the site. Boston has no plans for transferring these programs to the HHORC.

Other required program transfers are completed. Vocational programs formerly at Boston Trade High and the Pilot Occupational Resource Center were phased into the HHORC. The Horticultural/Animal Husbandry program at Jamaica Plain High also was transferred into the Agri-Business and Natural Resource program at West Roxbury High.

H. PROGRAM SUPPORT COMPONENTS

SUMMARY

1. Management Modification (pp. 48-52)

Boston is required to establish a distinctive management structure which defines clear lines of authority and responsibility over fiscal control and program operation of vocational/occupational education programs.

FINDINGS Non compliance

As indicated in every previous monitoring report Boston has not instituted a distinctive management structure for an effective vocational/occupational education as specified by the Unified Plan. Although the Department of Education and Employment drafted a modified management structure plan, this plan has not been filed with the Court for review and approval.

Report No. 3 identified three areas that had not been systematically or effectively managed. These remain unchanged: (1) the current management structure does not provide firm fiscal control and supervisory authority over all citywide occupational education programs by the Director of Education and Employment; (2) Boston's Department of Education and Employment is not organized to manage and evaluate the effectiveness of all vocational/occupational education programs, or to assess outcomes of outreach efforts involving school personnel, students, parents and communities; (3) the annual systemwide program operational plan and the annual accountability report with measurable outcomes are not submitted to the State Department of Education.

SUMMARY

2. Public Information (pp. 53-56)

This section of the Unified Plan requires Boston to institute an aggressive and systematic public information system. This system should include a pervasive media component directed toward the entire population in Boston.

FINDINGS Partial Compliance

Boston has undertaken a variety of public information campaign activities; however, these efforts have not had the thrust, scope and impact defined in the Unified Plan. Some progress has been made in improving these efforts. An ad hoc marketing team was convened to develop and implement a comprehensive and systematic marketing plan that mobilizes all facets of the school system and utilizes community, governmental and business resources. The plan was developed and the marketing committee has since disbanded. The Assistant to the Director of Education and Employment and the Development Officer at the HHORC have been designated to coordinate marketing activities on a part-time basis. The successful implementation of a campaign of this nature requires a full-time experienced manager and, in addition, a budget to support the operational costs.

SUMMARY

3. Professional and In-Service Development (pp. 57-63)

Boston is required to establish and implement comprehensive in-service training for all systemwide vocational/occupational education instructors in the areas of equal educational opportunity, bilingual vocational education, and special education.

FINDINGS Partial Compliance

Since September of 1982, numerous in-service training activities have taken place at the HHORC. Most of the in-service training is incorporated within the regular program activities at the HHORC. Frequent workshops or conferences were conducted on topics such as curriculum development, shop safety, instruction for special needs students, instruction for limited English proficient students, and equity issues.

In-service training was also provided for vocational/occupational staff at other schools, but the scope of offerings was not as extensive as that at the HHORC. Selective vocational/occupational staff have participated in workshops, conferences, or seminars on topics such as curriculum development, shop safety, career education and updatings on Industrial Arts, Home Economics and Business Education.

Although numerous in-service programs have been offered (some mandated, some voluntary), evidence suggests actual participation varies considerably; it has not been assured that teachers in need of specific areas of training actually receive it. The Department of Education and Employment is currently surveying individual vocational/ occupational staff members. After this survey, some remedies will be developed to ensure full participation.

SUMMARY

4. Industry/Agency Community Involvement (pp. 67-72)

Boston is required to establish an Advisory Council for Career Vocational/Occupational Education (ACCVOE) with specific target group representation.

FINDINGS Compliance

The previous reports to the Court indicated that the membership of the ACCVOE is in full compliance with the stipulations of the Unified Plan.

SUMMARY

5. Curriculum Acquisition/Revision (pp. 64-67)

Boston is required to develop and implement full-scale Competency-Based Vocational Education (CBVE) curricula for all programs at the HHORC and other schools.

FINDINGS

Non Compliance

The development of CBVE curricula at the HHORC has not been completed as planned. With four years of extensive efforts, the development of CBVE curricula for all forty-seven programs at the HHORC was scheduled to be completed by June 1984. Although half of the total number of learning guides of the CBVE curriculum were developed by the staff, only 20% (10 programs) were completed by that date. Three program curricula were also purchased for adaptation. The previous report recommended that by June 30, 1984 the total curricula for all programs should be made available for instructional use. The development of CBVE curricula is continuing through Fiscal Year 1985 with a new target completion date of June 1985.

The effective implementation of CBVE curricula for classroom instruction has not been clearly demonstrated. Curriculum is meaningful only when effectively used. To date, the curriculum focus has been on the development of learning guides. Other components such as learning styles, classroom management, audio-visual equipment usage, and computer-assisted instruction have not yet been incorporated into the total curriculum package. Clear guidelines for usage of CBVE curricula have yet to be defined.

SUMMARY

6. Comprehensive Job Development and Placement (pp. 69-70)

Boston is required to institute acomprehensive and responsive job development and placement system based upon current manpower demands, system capabilities, and student capability/interest. The school system is required to develop the capacity to: (a) design employability plans, (b) establish counseling teams, (c) plan and implement a job development system and, (d) maintain three-year statistical follow-up of graduates.

-FINDINGS Partial Compliance

The previous reports indicated that although activities for job development and placement were ongoing, a comprehensive job development and placement system was not fully in place. While a system does exist for the HHORC, a similar system does not effectively extend to all citywide magnet and vocational programs. Although Boston Compact and Private Industry Council (P.I.C.) activities include job development, placement, and follow up studies, specific objectives have not been established for placement of vocational students in trade and industry programs. Placement services have mainly involved clerical or business positions.

According to the recent placement report on the Summer Jobs Program sponsored by Boston Public Schools and the Private Industry Council, summer placements continue to increase. A total of 1,766 students were placed in jobs this past summer compared to 1,181 students placed in summer jobs the previous year. Those high schools which have P.I.C. career specialists had the highest placement rates. The majority of these summer jobs were clerical positions.

The HHORC reported a placement rate of 90.5% for the 1983-84 school year, 55% of whom were placed in jobs related to their training, 20.3% in non-related jobs, 11.6% in further education and 3.4% military. The five (5) Job Development Specialists based at the HHORC are also responsible for providing job development, placement and follow-up services to students attending district magnet vocational programs. As a result of the heavy work load very limited impact is made upon the placement and follow-up of students in the district magnet programs. In most instances, the instructors or career preparation department coordinators assume job development and placement responsibilities for those programs. For the school year 1983-84, there were a total of 85 program completers in the 5 district magnet vocational programs (57 were reportedly placed in related jobs and 10 in non-related jobs). A comprehensive job development and placement system is needed for district high school magnet vocational programs.

Since Report No. 3, a job circular announcing an acting position for a Citywide Job Placement Specialist has been posted.

CONCLUSIONS/RECOMMENDATIONS

A. ASSIGNMENTS

(See the section for Student Assignments)

B. CORE PROGRAMS

1. Middle School Exploratory Clusters

Alternative methods of providing exploratory clusters such as participating in district high schools and HHORC exploratory program offerings should be explored.

Currently, there are no specific requirements for exploratory program scheduling. Systemwide standards should be established for exploratory offerings and scheduling to reduce the current disparites among school programs.

2. Middle School Career Guidance

Appropriate administrative commitment and support must be forthcoming at the school building level in order to insure the effective and successful implementation of career education initiatives.

The roles and responsibilities of guidance counselors and other school personnel for the implementation of career education activities should be established.

Career guidance for 8th graders entering 9th grade should be strengthened to assist students in making appropriate career program choices.

3. High School Exploratory

A more concerted effort needs to be made citywide to expose and encourage students to enroll in non-traditional occupational training.

4. High School Employability

All district high schools should provide program offerings in Distributive Marketing Clusters.

C. MAGNET PROGRAMS

A motion should be filed with the Court to modify the existing order if certain district programs will not be transferred or phased out.

The school system should make an active effort to establish a magnet vocational program at Jamaica Plain High that meets the demands of job market as well as the needs of the school system.

D. IN-SCHOOL BILINGUAL

If the provision of native language instruction in selective vocational programs is no longer viable, Boston must take appropriate action to modify the requirements of the Unified Plan.

The development of a Bilingual Vocational Education Policy, while not consistent with the Unified Plan, provides a conceptual framework for delivering a comprehensive and coordinated system of vocational/occupational education support services to limited English proficient students. The ultimate value of this concept paper, however, lies in its implementation. The procedures and strategies outlined in the policy have been implemented on a limited basis. Appropriate administrative procedures and policy directives should be forthcoming in order to further its implementation.

Appropriate supportive services should be provided through native language speaking counselors, aides and native language instructional materials.

Policies of bilingual language instruction in the vocational/occupational programs should be implemented by building administrators.

The vocational/occupational bilingual and ESL teachers must coordinate the teaching of the content of the vocational/occupational program in order to ensure that the L.E.P. students achieve the same level of concept development as the English proficient students.

E. OUT OF SCHOOL YOUTH

In compliance. No recommendation is necessary.

F. VOCATIONAL/OCCUPATIONAL EDUCATION FOR SPECIAL NEEDS STUDENTS

In-service training for all vocational/occupational instructors on strategies to instruct special needs students should be incorporated into a comprehensive staff development plan.

G. PROGRAM CHANGES AND DELETIONS

If the required program transfers are no longer desirable, a motion must be filed with the Court to modify the existing order.

H. PROGRAM SUPPORT COMPONENTS

1. Management Modification

Boston should file a motion with the Court to modify the organizational and management structure specified by the Unified Plan.

Evaluations for all vocational and occupational education programs and for out-reach efforts involving a public information campaign and student recruitment should be systematically organized and effectively implemented.

Program operational plans and accountability reports should be annually submitted for review to the Division of Occupational Education, State Department of Education.

2. Public Information

The need for a full-time experienced Public Information Manager to coordinate and direct the implementation of the various marketing activities continues to be an outstanding concern. In addition, unless the necessary financial resources are forthcoming these efforts will remain fragmented in approach and will achieve minimal results.

3. Professional and In-Service Development

An accountability report for the implementation of the comprehensive staff development plan for all vocational/ occupational instructors should be submitted for review to the Division of Occupational Education, State Department of Education.

4. Industry/Agency Community Involvement

Effective measures should continue to insure the active participation of all members of the Council in improving vocational/occupational education in Boston.

5. Curriculum Acquisition/Revision

The incomplete learning guides of the CBVE curricula should be developed as soon as possible. If necessary, available materials should be immediately purchased for adaptation.

CBVE curricula completed at the HHORC should be thoroughly implemented with clear guidelines for all instructors.

The completed CBVE curricula should be disseminated citywide to relevant programs for adaptation and instructional use.

6. Comprehensive Job Development and Placement

Boston should re-examine the effects of its current mechanism for the job placement of students at the HHORC and other district vocational/occupational education programs and devise ways to improve and strengthen its effectiveness, particularly for the district programs. The appointment of a person to coordinate and implement a comprehensive job development system citywide should be forthcoming.

Documentation (On file)

B.
- List of Boston Public Schools Computer Inventory
- Career Development Model and Policy K-12, 1984
- Chapter 636 Career Education Grants
- November 2, 1984 HHORC Cluster Tally
- K-12 Boston Computer Education Curriculum
- ORC 1983-84 job placement statistics
- Magnet program 1983-84 job placement statistics

C.
- November 2, 1984 HHORC Cluster Tally

D.
- Limited English Proficient Students Enrollments in Occupational Education Programs.

E. 1.
- Comprehensive Staff Development Plan, 1984-1985
- Summary of In-Service Training, 1983-1984

Summary of In-Service Training, 1982-1983

E 6.
- 1984 Boston Summer Jobs Program Placement List
- Personnel Circular for Citywide Job Placement Specialist

- Job Placement Report 1983-1984 - HHORC
- Boston Chapter 74 Completer Leaver Student Follow-up Report, June 30, 1984

SCHOOL FACILITIES

SCHOOL FACILITIES

Construction, renovation and closing of school facilities shall occur according to the standards contained in the following orders:

I. **ORDER** Interlocutory Order of June 21, 1974

SUMMARY

This order prohibits the construction of new buildings, expansion of existing ones, or placement of portable buildings without the specific approval of the Court.

FINDINGS Full Compliance

Monitors have found Boston in full compliance with this order.

II. **ORDER** Student Desegregation Plan, May 10, 1975 pp. 6-7

SUMMARY

This order (1) requires that each school facility which is to remain open will house a student body that does not exceed the tables in the plan (though these capacities need not be met to determine internal distributions by programs) and (2) lists schools which are closed and are to remain closed and those which are to be closed by August, 1975.

FINDINGS Full Compliance

Monitors have found that no school has exceeded the capacity ceiling ordered by the Court and all schools ordered closed have been closed. This was initially reported in the first monitoring report.

III. **ORDER** Memorandum and Orders Modifying Desegregation Plan, May 6, 1977, pp. 37-40

SUMMARY

This order spells out the long-range construction and repair programs filed November 1976 and modified in December, 1976. For example, it establishes timetables for the building of Charlestown High and the ORC. It establishes the joint planning process (city, state, school department) to be carried out in developing the Unified Facilities Plan due September, 1977 and specifies what the plan shall include. It also requires state defendants to report to the Court any problems with specific financing commitments already made as well as commitments hereafter made by the state for construction and renovation projects.

FINDINGS Partial Compliance

Many aspects of the Unified Facilities Planning process relating to elementary schools were carried out as ordered. Boston, however, has never developed a complete facilities plan as specified under these orders. A sum of money for unspecified heating system and school improvement projects is contained in the Department's FY 1986 budget request. Some of this money may be used for smaller Boston projects, if appropriate. The estimated first annual payment for a Latin Schools Complex project is not presently included in the Grant Budget Request of the Department of Education for Account 7052-0004 for FY 1986. The Secretary of Administration and Finance has assured that funding will be restored if such project is entitled to a first annual payment in FY 1986.

IV. **ORDER** Further Memorandum and Order as to Unified Facilities Plan, August 15, 1979

SUMMARY

These orders establish the December 1979 deadline for filing the revised joint UFP. It specifies a ten-year period to be covered and calls for the elimination of no fewer than half of the excess seats at the elementary level, requiring, as well, the names of schools to be closed. It also requires a revised assignment plan based on the closings.

FINDINGS Partial Compliance

While the school closings were reported carried out in accordance with the Court orders and a revised assignment plan developed, a 10-year facilities use plan, including use of secondary facilities, a list of schools to be closed, and a list of projects anticipated for those schools which are to remain open has not been presented.

V. **ORDER** Orders Relating to Unified Facilities Planning, March 21, 1980

SUMMARY

These orders adopted proposals of the joint planners insofar as they proposed the closing of ten elementary schools beginning with the school year 1980-1981, ordered the closing or retention of various schools, rejected proposals to establish linkage and beacon schools, ordered the filing of an elementary student assignment plan, and required the joint planners to resume unified facilities planning and to file further proposals.

FINDINGS Partial Compliance

Although the Conley School was ordered closed, the order in this respect was subsequently rescinded. Joint planning from about 1981 was sporadic until commencement of monitoring by the Department of Education.

VI. **ORDER** Supplemental Order Relating to Unified Facilities Planning, April 2, 1980

SUMMARY

This Order requires the closing of the Mead School and states that the Court's failure to comment on the content of a secondary schools space matrix filed with the Court and dated March 6, 1980, not be construed as approval of changes in court-ordered capacities. It specifically orders that such changes be denied but that they may be approved later after appropriate discussions between specific appropriate parties.

FINDINGS Compliance

The Mead School is closed.

VII. **ORDER** Order on Joint Defendants' Motion for Adoption, May 11, 1981

SUMMARY

This order requires the closing of 27 schools and denies the request to create a kindergarten program at the Robert Gould Shaw Middle School as inconsistent with the Court's orders with respect to uniform grade structure. It forbids in general all such modifications of this type.

FINDINGS Compliance

All twenty-seven schools have been closed as ordered.

VIII. **ORDER** Memorandum And Supplementary Disengagement Orders, September 17, 1984

SUMMARY

These orders identify several earlier orders which have not been carried out, including filing of a complete Unified Facilities Plan, and present a draft order, Partial Termination of Jurisdiction, to be discussed in Court on October 12, 1984.

FINDINGS Partial Compliance

These orders make clear the Court's recognition and displeasure that a complete Unified Facilities Plan has not been filed. Meetings on this matter continue.

IX. **ORDER** Order to File Unified Facilities Plan, November 2, 1984

SUMMARY

This order requires that a unified facilities plan be filed on or before December 15, 1984, requires that the plan be authored and filed jointly by the school defendants, the state defendants, and the city defendants, and requires that it address among other things the Court orders of May 6, 1977, and August 15, 1979. This plan must be filed regardless of whether a modified student assignment plan has been negotiated.

FINDINGS

Meetings to achieve this end have taken place on a regular basis since commencement of monitoring, and a large volume of material has been filed. A series of weekly meetings was scheduled through the first week in December to meet the filing date. The following section, Conclusions and Recommendations, contains specific comment on this matter.

CONCLUSIONS/RECOMMENDATIONS

Boston has complied with most aspects of the Court orders relating to the construction, renovation, and closing of schools, but it must yet develop a comprehensive long-range facilities plan as specified by the Court, most recently on November 2, 1984. Much of the data to be refined for inclusion in such a plan has been provided to the Department of Education by the Boston defendants. The major task at this time (December 3, 1984) is to organize and reduce this material to address the specific requirements for the plan. Still to be provided by the City is a list of all Boston Public Schools selected to be closed over the ten-year period of the plan with the capacity of each and the estimated date of closing.

With this major piece of information in hand, the Department of Education staff will be able to proceed jointly to draft a focussed plan designed to meet the Court's requirements.

The next steps are to develop a document containing the following information:

1. An agreed upon estimated student enrollment to be housed over a future ten-year period.

2. A list of all Boston Public Schools selected to remain open for the same ten-year period, with

   a. capacities for each school
   b. a list of projects, both capital and so-called major maintenance (such as boiler and burner replacements) for each school, showing estimated costs and start dates, and any planned change in capacity as a result of such projects.

3. A list of Boston Public Schools selected to be closed together with the capacity of each and the estimated date of each closing.

4. A mechanism for providing for agreed upon changes to the plan necessitated by changes in enrollment, unforeseen changes in buildings, financial or economic conditions, and other major factors whichnormally impact upon facilities planning, consistent with the intent of the Court ordered plan.

5. "A statement of opinion by the D.I. (Director of the Department of Implementation) regarding the likely effect upon desegregation of any developments in implementing the UFP" (Unified Facilities Plan), as required by the Court order of May 6, 1977.

6. A statement which describes the manner in which the mayoral defendant, (including the Boston Department of Capital Planning and the Public Facilities Department) will interface with the Boston Public Schools and the School Committee to coordinate applications for and funding of projects as they relate to the types of projects identified at page 39, item (d)(3) of the May 6, 1977, order. This concern has been addressed in discussions with Boston. It is reflected in correspondence to Boston dated September 7, 1984, and is needed to produce an orderly and harmonious resolution of school facilities problems in the system, so that projects funded by the public schools and by the City will

coincide, be complementary, and reflect the educational needs of the system.

The status of two major proposals introduced by the City of Boston must also be included in this report. These are 1) a proposed enlargement and renovation project designed to produce a Latin Schools Complex to include a Boston Latin School and a Boston Latin Academy, and 2) a request by the City for the Commonwealth to share financially in the renovation of the George Robert White Schoolboy Stadium under the provisions of the School Building Assistance Act, Chapter 645 of the Acts of 1948, as amended.

The City of Boston has submitted sufficient documentation relative to an application for a Boston Latin School(s) project to satisfy the requirements of Section 4 of Chapter 515 of the Acts of 1983 which authorizes ninety percent state financial assistance for racial balance/desegregation projects approved or submitted by June 30, 1984. The status of this proposal is as shown in letters in the appendix of this report. The filing of the Board of Education on October 22, 1984, further explains this matter: "Legislation enacted by the Massachusetts General Court provides increased State assistance up to ninety percent of approved cost for construction projects intended to reduce or eliminate racial imbalance, or imbalance of minority students, if such projects were 'submitted or approved' after December 31, 1981 and before July 1, 1984 . . . . The State Board took pains to stress that receipt of these 'submissions' in no way committed the State Board to either support of these projects as part of a Unified Facilities Plan or the awarding of School Building Assistance funds for the specific projects in question."

Staff of the Department of Education have consistently advised the representatives of the City of Boston that the proposed renovation project for the George Robert White Stadium is not an approvable project under the current provisions of Chapter 645 of the Acts of 1948, as amended, the School Building Assistance Act. The reasons for this position are contained in a letter dated November 20, 1984, filed in the appendix of this report.

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BOSTON DESEGREGATION REPORT # 4
SCHOOL FACILITIES
VOLUME II ATTACHMENTS

April 30, 1984	Memo from John R. Coakley to Boston School Committee
May 4, 1984	School List
May 14, 1984	Letter from Commissioner John H. Lawson to Superintendent Robert Spillane regarding joint response to May 2, 1984 correspondence.
May 15, 1984	Long Range Facilities Plan, May 1984 pages F-1, F-2 and H 1.
May 15, 1984	Letter from Robert Roy, Mechanical Engineer to James Hart, Director of Public Facilities Department.
May 30, 1985	Letter from Commissioner John H. Lawson from Superintendent Robert R. Spillane with regard to Boston School Committee approval of Long Range Facilities Plan.
June 5, 1984	Letter to Commissioner Lawson From James F. Hart, Director, Public Facilities Department re the City of Boston's support for Long-Range Facilities Plan.

June 6, 1984	Letter to Commissioner Lawson from Robert R. Spillane, re school closings (with attachment of May 7, 1984).
June 12, 1984	Memorandum to Commissioner Lawson, from Robert H. Blumenthal, Esq. re proposed Boston Latin School/Latin Academy construction.
June 27, 1984	Memorandum to Commissioner Lawson from David A. Jones, Associate Commissioner re Boston Facilities Plan project submittals. (See attached correspondence dated May 15, 1984 and June 26, 1984).
July 5, 1984	Letter to Dr. John A. Calabro from James F. Hart, Director of Public Facilities. A follow-up to the June 28, 1984 meeting regarding submitted school applications.
August 10, 1984	Memorandum to Mayor Raymond L. Flynn to City of Boston Department heads re Office of Capital Planning.
August 22, 1984	Letter from John A. Calabro to Messrs. Robert Murray, and Peter Scarpignato. A summary of the status of our joint activities re Long-Range Facilities Plan.
September 7, 1984	Letter from Dr. John A. Calabro to Mr. Robert Roy, Mechanical Engineer re heating system approvals.

September 12, 1984	Letter from John A. Calabro to Messrs. Robert Murray and Peter Scarpignato re the proposed Latin School complex.
September 14, 1984	Letter from Superintendent Spillane to Dr. John Lawson. A review of the MA Board of Education's Monitoring Report #3 dated July 15, 1984. (Facilities pages 18 and 19.)
September 24, 1984	Letter to Governor Michael Dukakis from Mayor Flynn re White Stadium Complex (received November 16, 1984).
September 26, 1984	Letter to Stephen A. Moynahan, Jr., Esq., Deputy Clerk, U.S. District Court from Robert H. Blumenthal, Esq., Counsel, State Board of Education. The State Board's supplement to the 3rd Monitoring Report. (See pages 6 and 7.)
September 28, 1984	Letter from Robert L. Murray to John A. Calabro re proposed Latin Schools project -- response to September 12, 1984 correspondence.
October 2, 1984	Letter from John A. Calabro to Peter Scarpignato, re confirmation of Long-Range Facilities plan status.
October 11, 1984	Memorandum from John R. Coakley, Senior Officer, Boston School Committee, to Robert R. Spillane re Report #1 Unified Facilities Plan.

October 11, 1984	Letter to Stephen A. Moynahan, Esq. from Michael J. Betcher, General Counsel, Boston School Committee, re School Defendants' Status Reports.
October 12, 1984	Letter to David A. Jones from Robert L. Murray - a follow-up to the October 5th meeting.
October 17, 1984	Memorandum from David A. Jones to Robert Blumenthal re Boston Public Schools Status Report (Octover 11, 1984).
October 22, 1984	Letter to Stephen A. Moynahan, Jr., Esq. from Robert H. Blumenthal, Esq. re State Board of Education's Comments on October 11, 1984 Filings of the Parties. (Unified Facilities Plan pages 4-7).
October 22, 1984	Letter from James F. Hart to David A. Jones re Project Milestone Chart.
October 23, 1984	Morgan v. McKeigue -- City Defendants' Comments on Unified Facilities Plan.
October 24, 1984	Letter to David A. Jones from Michael J. Smith re Auditor's certification. (See attached certification from Leon Stamps, Auditor, City of Boston).
October 25, 1984	Letter to James R. Grande, Chairman of the Massachusetts Board of Education from Mayor Raymond Flynn re Financial Commitment for School Repairs and Renovations.

November 7, 1984	Letter from John A. Calabro to Michael Smith, Director, Capital Planning, Public Facilities Department re response to October 24th correspondence.
November 19, 1984	Letter from John A. Calabro to Messrs. Murray and Smith -- summary of Joint Planning Meeting November 16, 1984.
November 19, 1984	Letter to Robert Murray from John A. Calabro re Latin School Projects.
November 20, 1984	Letter from John A. Calabro to Robert Murray and Michael Smith re White Stadium.
November 21, 1984	Letter to Robert Murray from David A. Jones in response to October 12, 1984 correspondence and comments on October 11th, BPS Court Filing.
November 21, 1984	Letter to David A. Jones from Michael J. Smith re Proposed Schedule of Long-Range Facilities Plan.
November 23, 1984	Letter to Michael J. Smith from David A. Jones in response to proposed schedule of November 21, 1984.

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
[illegible]
[illegible]

April 30, 1984

MEMORANDUM

To: Robert Spillane
From: John Coakley John Coakley
Subject: Response to School Committee Request of April 26, 1984

My March 13, 1984 paper, entitled Facility Renewal and Utilization, identified 73 school buildings which "comprise an unarguable core of our facility needs for the next twenty-five years." That paper also referred to 47 other schools (and other school department facilities) which were placed in some one of three categories: "most probably needed," "probably to possibly needed" and "of uncertain need." I did not deem it strategically advisable to specify which of the 47 schools were in such categories. For one thing, the final form of Section IV of the Long Range Plan (i.e., districting, K-8 schools, magnet schools and student assignments) will influence considerably our facility needs. Also, there are other policies and commitments which may influence our facility needs. For example, a re-instating of a full Kindergarten I Program would call for 3000 kindergarten spaces, and a successful retention of those secondary school students who otherwise might become school "drop-outs" would require the maintenance of nearly the present numbers of high school seats.

The School Committee, nonetheless, has requested my enumeration of the three categories noted above. I offer you my enumeration with the assertion that the listing is not casually offered. If necessary, I can prepare for you a very detailed report touching on BPS and non-BPS enrollment history, enrollment projections, residential trends and facility potential. I do not claim that the listings are unassailable, but I do believe them to be reflective of one person's thorough and comprehensive knowledge of the school system and city. On that humble note, I provide the following assessment of schools and other facilities which were not listed by name in the March 13th paper.

	Most Probably Needed	Probably to Possibly Needed	Of Uncertain Need
East Boston	Adams Guild	Barnes* Cheverus* Otis	Alighieri
Charlestown		Edwards	
South Boston	South Boston High	Perkins	Perry
Central	Michelangelo*	Boston High Copley High	Eliot
Fenway		Farragut	
Allston,Brighton	Baldwin	Taft*	Winship
Jamaica Plain		T. Roosevelt	Fuller* Manning
Roxbury	Lewis Dickerman*	Higginson	
Dorchester	Emerson Hernandez Kenny O'Hearn	Holmes Everett Mason Winthrop*	Clap* Endicott Stone
Mattapan		Thompson	
Roslindale	Conley Mozart	Parkman* Philbrick	Longfellow*
West Roxbury	Beethoven Kilmer		Lyndon
Hyde Park	Channing Grew		Hemenway

* Recommended for closing, in part or in entirety, in Sargent Report of 1962, in some cases to be replaced by new schools which were never built.

In addition, it is my view that we should make determinations about th long-term needs of all other buildings under our jurisdiction. I offer the following for consideration:

Building	Need
Central Headquarters	Probably long-term.

Building	Need
Campbell Resource Center	Obviously long-term
Faneuil School	Probable long-term need as an elementary school or for alternative school use
McKinley and Milmore	Consider vacating one or both, in order listed
District One Office	Vacate
District Three Office	Vacate
District Five Office	Vacate
Tileston School	Consider vacating

John H. Lawson, Commissioner of Education

The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

12409

May 14, 1984

Dr. Robert R. Spillane
Superintendent of Schools
26 Court Street
Boston, MA 02108

Dear Superintendent Spillane:

This is in response to your letter to me dated May 2, 1984, in which you refer to Boston's long-range planning efforts and in which you make particular reference to school facilities projects. You refer specifically to the interest of the City in qualifying for additional state aid related to projects that contribute to desegregation.

Representatives of our School Building Assistance Bureau have met three times with representatives of the Public Schools and the Public Facilities Department to develop a long-range facilities plan. On May 3, the Department received the initial segment of the planning document, including enrollment projections, capacities, and a list of schools which the School Committee has determined will remain open over the foreseeable future. The Boston representatives promised that a second segment would be presented within two to three weeks, indicating which schools on the May 3 submission would be proposed for school construction/renovation/improvement projects together with estimated costs. We currently await this report.

Recent unverified news stories indicate that the City of Boston has also developed a list of school buildings to be closed. This information would also be of assistance to the planners.

As you know, by court order, all Boston projects to be approved must be consistent with a long-range facilities plan. This is also required by state practice.

Projects to reduce or eliminate racial imbalance or segregation must be approved or submitted by June 30, 1984, in order to be considered eligible for funding at 90 percent of costs. On that date, the section of Chapter 515 of the Acts of 1983 which authorizes this percentage terminates. The Board of Education's H.63, if enacted, will make permanent this level of aid.

h.

Fiscal Commitment - City of Boston

Boston School Facility Plan

May 1984

Boston Latin School/Boston Latin Academy

Construction Project

May 15, 1984

Need

The need for major renovation at Latin School is unarguable; for more than 60 years no significant upgrading of the building has been made. Indeed in 1980, following a comprehensive facility planning effort, the Board of Education of the Commonwealth of Massachusetts endorsed the renovation of the Latin School as a priority need of the Boston Public Schools. The City of Boston, acting through its Public Facilities Department, also endorsed the renovation of Latin School as one of the School Departments greatest facility needs.

The need for a new facility for Boston Latin Academy is equally great. The present facility is one leased from the State. The terms of the lease are precarious; the school system has already received notices to vacate but has fore-stalled that notice pending acquisition of better quarters. The facility is inadequate; built as a garage it lacks many of the proper educational spaces for a secondary school. There is no facility to which this program can be relocated. Only two other BPS facilities have sufficient capacity to house the program. English High and Madison Park High are presently well enrolled and these schools will retain their purpose and identity over the long term. A recent plan for English High School has been approved and the Boston Public Schools are committed to the success and continuance of this facility as English High. Madison Park High is presently well enrolled and any prospective change in its long term philosophy will clearly relate to the Humphrey Occupational Resource Center which is part of the same complex of buildings.

Project Description

The plan to construct a new Boston Latin Academy and to return Boston Latin to new condition will combine on one site these two compatible but distinct and highly acclaimed secondary schools. It will provide modern and appropriate facilities for approximately thrity-five hundred students, 1500 students in Boston Latin Academy in grades 7 through 12 and 2200 students in Boston Latin also in grades 7 through 12.

Each school will offer a college preparatory program with emphasis on a classical curriculum stressing languages, science, mathematics, humanities and computer science. Students will also be encouraged to develop skills in self study, self expression, research and communication. They will have opportunities to develop individual talents and interests in music, art, physical development and emerging technologies.

The site is presently occupied by the Boston Latin School building which is to be extensively renovated to a condition "equal to new". The resultant new and renovated facilities will contain approximately 400,000 square feet. In addition to the school facility, the site must accomodate customary support services for a secondary school including a bus access system which will serve vitually all of the students in the school.

The facilities are to be designed and constructed to assure a separate identity for each school. The design should also assure equal access by students and faculty to unique and specialized facilities and resources that can be mutually and beneficially shared in both school programs.

The school construction schedule must be carefully arranged and coordinated to assure minimum disruption to the students in Boston Latin School and Boston Latin Academy.

Fiscal Commitment - City of Boston

The Public Facilities Department will provide a total of $4 million a year for each of the next five years for school renovation expenditures. In addition, the Public Facilities Department will provide $35 million for the renovation and construction of the Boston Latin and Boston Latin Academy High Schools and up to $3 million for the rehabilitation of White Statium.

This commitment by the Public Facilities Department is contingent on the City of Boston's ability to raise the specified funds in the bond market and on 90% reimbursement from the State.

On May 11, 1984, Mayor Raymond Flynn approved a contract for development of architectural plans for the Boston Latin/Boston Latin Academy project. A copy of the award letter to the firm of Shepley, Bulfinch, Richardson and Abbott is attached.

SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF PLANNING AND ENGINEERING

ROBERT R. ROY
Mechanical Engineer, P.E.

May 15, 1984

James Hart, Director
Public Facilities Department
City of Boston
26 Court Street
Boston, MA 02108

Dear Mr. Hart:

This is to certify that, after investigation, the work listed in our letter dated May 4, 1984 - First Year -

Dearborn	Modernization of Heating	$ 450,000.
Hyde Park High	" " "	275,000.
Phillis Wheatley	" " "	450,000.
Boston Technical	" " "	450,000.
Solomon Lewenberg	" " "	450,000.
Jeremiah E. Burke	" " "	650,000.
Dennis C. Haley	" " "	100,000.
Patrick F. Gavin	" " "	500,000.
James Hennigan	New Roof, including Vents, Hoods and Penthouse	365,000.
Madison Park High	New Roofs, Bldgs. 5 and 6	400,000.
		$4,090,000.

is necessary to prolong the life of these buildings for educational purposes.

Very truly yours,

Robert R. Roy

Robert R. Roy
Mechanical Engineer, P.E.
#29719

ROBERT R. ROY
NO. 29719

rb

CC: Raymond T. Regan Director of Facilities Management

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
ROBERT R. SPILLANE

May 30, 1984

Commissioner John H. Lawson
Massachusetts Department of Education
1385 Hancock Street
Quincy, Massachusetts 02169

Dear Commissioner Lawson:

The Boston School Committee recently approved a Long Range Facilities Plan (LRFP) for the Boston Public Schools. The LRFP is the first step in what will ultimately be a comprehensive Facilities Modernization and Utilization Plan which will reflect the resolution of the organizational and programmatic issues contained in the Long Range Plan submitted to the School Committee by the Superintendent on February 15, 1984. You were furnished a copy of the LRFP on May 2, 1984.

Among other things, the LRFP identifies seventy-three schools which the School Department can say with certainty will be in use in Boston for the long term. It also directs that priorities for facility improvement projects be focused on these seventy-three schools.

The City of Boston and the Boston Public Schools have now formulated a five-year program of capital improvements. Enclosed with this letter you will find a description of this program and other pertinent data requested by the School Building Assistance Bureau in support of those school projects for which Boston is now seeking state reimbursements. This submission, in conjunction with previously forwarded documentation relating to the Long Range Facility Plan, constitute the basis of Boston's request for approval by the Board of Education of the work program specified in the attachment.

We are seeking maximum 90% reimbursement for all rehabilitation and modernization projects (first through fifth year) and for the proposed Boston Latin School/Boston Latin Academy construction-renovation project as described in this submission. We are also seeking state assistance for rehabilitation of our White Stadium athletic complex in Franklin Park. We believe that these projects further the purpose of reducing or eliminating racial imbalance.

26 COURT STREET, BOSTON, MASSACHUSETTS 02108 • 726-6200 AREA 617

Much of the information included in this attachment has been shared in conferences with representatives of the School Building Assistance Bureau. We are prepared to forward any additional reports and studies on individual projects as required to complete each project application. It also goes without saying that the United States District Court's approval will be sought for the renovation of Boston Latin School and the construction of a new Boston Latin Academy. We also intend to submit the LRFP and the other proposals to the court for its information.

We are pleased with recent progress toward bringing needed physical improvements to Boston's school buildings and appreciate the assistance we have received from the Department of Education in this effort.

Please advise as to any other steps we might take to expedite approval of this request.

Sincerely,

Robert R Spillane

Robert R. Spillane
Superintendent
Boston Public Schools

BEST COPY AVAILABLE

City of Boston
Public Facilities Department

26 Court St/6th Fl[illegible]
Boston, Massachusetts 0[illegible]

James F. Hart
Director

Victor E. Hagan
Associate Director

June 5, 1984

Commissioner John H. Lawson
Massachusetts Department of Education
1385 Hancock Street
Quincy, Massachusetts 02169

Dear Commissioner Lawson:

The Public Facilities Department of the City of Boston is pleased to be able to support the request for repairs of school facilities designated by the School Committee. We have worked with the Department to prepare a plan for capital improvements to these schools over a five year period. This plan, combined with the construction of a new Latin Academy, and the rehabilitation of White Stadium, will be a major step forward in solving the problem with facilities that have plagued the schools for so many years.

The administration of Mayor Flynn is committed to providing quality education to students in all neighborhoods across the city. We see these physical improvements to the school buildings as integral to that education process.

I look forward to your support of this facilities improvement plan. If I can be of further assistance, do not hesitate to call on me.

Sincerely,

James F. Hart

James F. Hart, Director
Public Facilities Dept.

JFH/td

608

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
ROBERT R. SPILLANE

C: B. [illegible]
F. Banks
D. Jones

D Jones

June 6, 1984

John H. Lawson, Commissioner of Education
Commonwealth of Massachusetts
Department of Education
1365 Hancock Street
Quincy, MA 02169

Dear Dr. Lawson:

In correspondence of May 14, 1984 you referenced news reports about a list of Boston Public School buildings to be closed. Attached you will find a communication that I recently forwarded at the request of the Boston School Committee and that relates to the possible status of facilities not among the 73 schools specifically designated for long term use in the Long Range Facilities Plan.

While this report to the School Committee is probably the source for recent news stories, it is not, as explained in my communication, a list of schools proposed for closing at this time. I trust that the attached memorandum will put this matter in proper perspective.

I believe all other information that you have requested relating to Boston's Long Range Facilities Plan and to the intent and scope of the construction/rehabilitation program, for which Boston requests state reimbursement, has been incorporated in the recent submission of Boston's Long Range Facilities Plan.

Sincerely,

Robert R Spillane

Robert R. Spillane
Superintendent of Schools

C C. 6/13/84

RRS:ls
Attachment

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
ROBERT R. SPILLANE

May 7, 1984

MEMORANDUM

TO: President and Members, Boston School Committee

FROM: Robert R. Spillane, Superintendent Robert R Spillane

SUBJECT: Response to School Committee Request of April 26, 1984

When John Coakley's March 13, 1984 paper entitled Facility Renewal and Utilization was discussed at the School Committee meeting of April 26, 1984, members of the Committee asked for further delineation of the 47 schools (and other School Department facilities) which were placed in one of three categories: "most probably needed," "probably to possibly needed," and "of uncertain need."

I must emphasize that no school is under consideration for closing during the 1984-85 school year. Clearly, most of these schools will be needed in the long term to satisfy enrollment needs. Further, as Mr. Coakley stated, there are no final determinations or firm conclusions about any of the 47 schools at this time. Subsequent decisions on Section IV of the Long Range Plan (i.e., changes in districts, student assignments, magnet school organization, K-8 schools and other new programs) will influence our facility needs. There are other policies and commitments which will also influence our facility needs. For example, a reinstating of a full kindergarten I program will call for 3000 kindergarten spaces, and a successful retention of those secondary school students who otherwise might be school "drop-outs" would require the maintenance of nearly the present number of high school seats. Therefore, taking these contingencies into consideration, a present view of the other 47 facilities is attached.

I would advise the School Committee that, upon resolution of the issues in Section IV of the Long Range Plan, staff then develop specific school utilization proposals identifying for my consideration and yours which geographic areas would be assigned to which schools. Then, and only then, would all of us be able to determine which of the 47 schools would be needed for the forseeable future. It is almost certain, therefore, that the listing contained herein, even schools identified as "of uncertain need" would be somewhat modified. At best then, the attached can only be considered an estimate. Until the Long Range Plan is adopted, all facilities discussed will be in the speculative realm.

Office of the Commissioner
The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

[illegible]
609

MEMORANDUM

June 12, 1984

TO: John H. Lawson
Commissioner of Education

FROM: Robert H. Blumenthal, Esq. RHB
Legal Office

RE: Morgan v. Walsh-Tomasini - Proposed Boston Latin School/
Latin Academy Construction

This memorandum has been prepared in response to questions the Board of Education raised during the Executive Session on May 30, 1984, regarding the proposed Boston Latin Schools construction.

1) Recent SBAB grants to Boston - From FY 1979 to date, the Board has granted School Building Assistance funds to two Boston projects, Dorchester High School (project 83-10, $111,562) and Burke High School (project 84-27, $92,259 - to be increased).

2) Other construction needs in Boston - The attached memorandum from Edward Nicolas in SBAB lists other construction projects for which Boston has indicated an intent to seek state funds. The list is subject to change, based upon the outcome of Boston's effort to generate a long range plan and joint facilities planning negotiations.

3) Exam school students who previously attended private schools - The following chart, prepared by Charles Glenn, breaks down the current year's entering classes at both Latin schools by race and previously attended school:

7th Grade Entrants 1983	From Boston Public	From Non-Public	
Black	154	59	28%
White	135	221	62%
Asian	55	11	17%
Hispanic	33	8	20%
Indian	1	0	0%
TOTAL	378	299	44%

4) Budget process for repairs and maintenance in Boston - Unlike every other school district in the Commonwealth, Boston generates funds through a special statutory mechanism that guarantees, as a minimum appropriation, the figure approved in the previous fiscal year by the Mayor and City Council. The process for arriving at this "charter appropriation" is described at St. 1936, c. 224, § 2, as most recently amended by St. 1982, c. 190 ("the Tregor bill"), § 21.

The charter appropriation is actually two discrete budgets, one for operating expenses and one for alteration and repair. The relevant statutory language regarding the latter, as most recently amended, is as follows:

> Section 2. (1) The school committee, by vote of at least two-thirds of all of its members, taken by yeas and nays, may make appropriations as follows:
> (A) For the alteration and repair of school buildings and for furniture, fixtures, and means of escape in the case of fire, and for fire protection of existing buildings and for improving existing school yards: for the fiscal year beginning July first, nineteen hundred and eighty-two:- six million dollars.
> (i) For subsequent fiscal years, the school committee, by a like vote, may appropriate up to the same amount as was appropriated by a the school committee for the immediately preceding fiscal year for such purposes, plus an amount equal to amounts, if any, appropriated for the immediately preceding fiscal year by the city council with the approval of the mayor for such purposes, unless such appropriation is by its terms excluded from the calculation established herein.

In addition, the Boston School Department has often been given access to the City of Boston capital budget for specific capital improvement projects.

During the current school year (1983-84), $6,000,000 was appropriated for alteration and repair. As in prior years, however, all of these funds were not available for actual school improvement. Under an arrangement of long standing with the City of Boston, salaries and benefits for 45 Planning and Engineering Supervisors are paid out of this appropriation. These Supervisors inspect buildings and equipment in need of repair, contract for necessary services (with money for the contracted services coming out of the remainder of the appropriation), and give final approval for all contracted work. The current Boston Schools budget shows an expenditure of $2,400,000 (or 40% of the appropriation) for Planning and Engineering Supervisors, with the remaining $3,600,000 allocated for contracted alteration and repair services.

RHB/kal
Enclosure:
cc: John Calabro
Charles Glenn
David Jones

The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

M E M O R A N D U M

TO: Commissioner Lawson

FROM: David A. Jones

DATE: June 27, 1984

SUBJECT: Boston Facility Plan Project Submittals

As a follow up to our meeting a week ago with Superintendent Spillane and other Boston officials, we agreed to monitor the project submission process in order to verify eligibility for 90% reimbursement prior to July 1, 1984, at which time that section of Chapter 515 of the Acts of 1983 expires. If H.63 is favorably enacted, the 90% funding eligibility will be extended.

I am pleased to inform you that material submissions have been received for renovation of Boston Latin School and construction of a building for Latin Academy. We have received a copy of a City Council Order for $35 million for the Latin School's project. Submissions have also been received for the first year projects listed in the attached May 15, 1984, correspondence. At this time we are awaiting additional information, however, I have been assured that SBAB staff are working with Boston officials to complete the submission of material by June 30.

At our meeting with Superintendent Spillane, I questioned Boston's intent relative to seeking state assistance for rehabilitation of White Stadium in Franklin Park. As this project cannot be considered a schoolhouse, it is unlikely that Chapter 645 funds could be used to support this rehabilitation work in the absence of special legislation. This information has been conveyed to representatives of the Boston School Department and Public Facilities Department.

Attachment

cc: Fred Williams
Bob Blumenthal
John Calabro
Charles Glenn

Patrick Gavin

The plans and specifications for this project will be completed by 2/1/85.

Dennis C. Haley/Jeremiah E. Burke

The plans and specifications for the above schools will be completed by 2/1/85.

Technical Audits

The Technical Audits for the schools listed below will be completed on the following dates:

Schools	Completion of Technical Audit
Boston Technical	9/1/84
Phillis Wheatley	9/1/84
Dearborn	9/1/84
Hyde Park High	9/1/84
Solomon Lewenberg	9/1/84
Patrick F. Gavin	9/1/84
Dennis C.Haley	12/1/84
Jeremiah E. Burke	12/1/84

We look forward to working with you and your staff on these facilities. If I can be of further assistance, please call me.

Sincerely,

James F. Hart

James F. Hart, Director
Public Facilities Dept.

JFH/td

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E.N

LC

City of Boston
Public Facilities Department

26 Court St./6th Floor
Boston, Massachusetts 02108

James F. Hart
Director

Peter Scarpignato
Planning/Development

July 5, 1984

John A. Calabro, Administrator
School Building Assistance Bureau
1381 Hancock Street
Quincy, Massachusetts 02169

Dear Mr. Calabro:

As a follow up to the meeting on 6/28/84 at which we discussed the school applications submitted to your office on 6/25/84, please be advised of the following:

SCHEDULE FOR 515 PROJECTS

Boston Latin Academy/Boston Latin School

As you know, this project is very complex and we appreciate the concerns your department has expressed regarding adjustments that must be made to the documents we submitted to your office. Once the architect has further developed the plans we will meet with your staff.

Madison Park High School/James Hennigan

We expect to complete the plans and specifications for these projects by 2/1/85.

SCHEDULE FOR 613 PROJECTS

Boston Technical/Phillis Wheatley/Dearborn/ Hyde Park High/Solomon Lewenberg

The plans and specifications for the above schools will be completed by 10/1/84.

Patrick Gavin

The plans and specifications for this project will be completed by 2/1/85.

Dennis C. Haley/Jeremiah E. Burke

The plans and specifications for the above schools will be completed by 2/1/85.

Technical Audits

The Technical Audits for the schools listed below will be completed on the following dates:

Schools	Completion of Technical Audit
Boston Technical	9/1/84
Phillis Wheatley	9/1/84
Dearborn	9/1/84
Hyde Park High	9/1/84
Solomon Lewenberg	9/1/84
Patrick F. Gavin	9/1/84
Dennis C.Haley	12/1/84
Jeremiah E. Burke	12/1/84

We look forward to working with you and your staff on these facilities. If I can be of further assistance, please call me.

Sincerely,

James F. Hart

James F. Hart, Director
Public Facilities Dept.

JFH/td

1072

Attachment #1
10/17/84

CITY OF BOSTON · MASSACHUSETTS

OFFICE OF THE MAYOR
RAYMOND L. FLYNN

Received 9/14/84
SBAB

TO: DEPARTMENT HEADS

FROM: MAYOR RAYMOND L. FLYNN

RE: OFFICE OF CAPITAL PLANNING

DATE: AUGUST 10, 1984

I would like to introduce Mary Nee, the Director of Capital Planning, who began work July 9, 1984.

This office has been established to develop a long-range capital budget and to monitor on going capital improvement projects. The deteriorated condition of far too many of Boston's streets, parks, bridges, and municipal buildings demand a comprehensive and carefully planned response from my administration. I am confident that Mary will bring to city government the experience and energy necessary to meet this challenge.

Ms. Nee has left a position as a senior budget analyst for the Massachusetts Senate Committee on Ways and Means where she was responsible for the preparation of budgets for five state agencies as well as involved in policy research and financial analysis of legislation before the Committee. Prior to her work for the state legislature, Mary worked for over eight years in social service agencies in Boston.

I look forward to working with Ms. Nee in developing a capital improvements plan which will address the substantial back log of infrastructure projects facing the City of Boston. Your cooperation is essential to the success of this effort.

BOSTON CITY HALL · ONE CITY HALL [illegible] BOSTON · MASSACHUSETTS 02201 · 617/725-4000

THE OFFICE OF CAPITAL PLANNING

THE OFFICE OF CAPITAL PLANNING (OCP), WILL ADDRESS THE OUTSTANDING NEED FOR THE ADMINISTRATION TO COORDINATE THE PLANNING, FINANCING AND MONITORING OF CAPITAL PROJECTS. THE ESTABLISHMENT OF OCP IS INTENDED TO FACILITATE THE DEVELOPMENT OF AN OVERALL CAPITAL INVESTMENT PLAN FOR BOSTON. OCP WILL NOT SUPPLANT THE EXISTING CAPITAL PLANNING FUNCTIONS OF CITY AGENCIES BUT RATHER WILL ESTABLISH A PROCESS BY WHICH CAPITAL PROJECTS IDENTIFIED BY INDIVIDUAL CITY DEPARTMENTS WILL BE ANALYZED ON A COMPARATIVE BASIS. THE CITY'S ABILITY TO RAISE FUNDS FOR CAPITAL PROJECTS, AND THE CAPITAL INVESTMENT ACTIVITIES OF THE STATE AND FEDERAL GOVERNMENTS. AS THEY PERTAIN TO BOSTON WILL BE ASSESSED AS WELL.

OCP WILL BE A MAYORAL AGENCY. THE DIRECTOR OF OCP WILL REPORT TO THE MAYOR. CRITICAL TO THE SUCCESS OF A LONG-TERM CAPITAL PLANNING PROGRAM FOR BOSTON IS THE CLEAR ARTICULATION OF MAYORAL PRIORITIES AND THE CITY'S CAPITAL INVESTMENT POLICY.

THE DEVELOPMENT OF A COMPREHENSIVE CAPITAL PLAN FOR BOSTON WILL REQUIRE SUBSTANTIAL INPUT AND TECHNICAL SUPPORT FROM EXISTING CITY AGENCIES. CONSULTATION AND STAFF SUPPORT WILL BE SOUGHT FROM -- THE PUBLIC FACILITIES DEPARTMENT AND THE DIVISION OF ADMINISTRATIVE SERVICES.

THE MAJOR RESPONSIBILITIES OF OCP WILL INCLUDE:

- COMPILING A COMPREHENSIVE INVENTORY OF CURRENT AND FUTURE CAPITAL PROJECTS.
- ESTABLISHMENT OF PROCEDURES FOR THE PREPARATION OF CAPITAL BUDGETS INCLUDING A

STANDARDIZED BUDGET FORMAT AND DATA COLLECTION SYSTEM FOR ALL CITY DEPARTMENTS.

- PREPARATION OF MULTI-YEAR CAPITAL BUDGETS TO BE ISSUED ANNUALLY, WITH PLANNING HORIZONS OF FIVE YEARS.
- COORDINATION OF LOAN ORDERS SUBMISSION PROCEDURES.
- ANALYZE THE IMPACT OF PROPOSED STATE AND FEDERAL FUNDING PLANS ON BOSTON'S CAPITAL PROJECTS.
- ESTABLISH A PROCESS FOR NEIGHBORHOOD INVOLVEMENT IN THE PLANNING AND IMPLEMENTATION OF BOSTON'S CAPITAL PROGRAM.
- ANALYZE THE CAPACITY OF THE CAPITAL IMPROVEMENTS PROGRAM MANAGEMENT INFORMATION SYSTEM (CIPMIS) TO PROVIDE AN INTERDEPARTMENTAL DATA BASE FOR CAPITAL PROJECTS.

OCP BEGAN OPERATIONS JULY 9, 1984.

The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

August 22, 1984

Mr. Robert Murray
Boston Public Schools
and
Mr. Peter Scarpignato
Boston Public Facilities Department
26 Court Street
Boston, MA 02108

Dear Mr. Murray and Mr. Scarpignato:

This is to summarize the status of our joint activities to date on the matter of the Boston Long-Range Facilities Plan.

We Have reviewed and compared the two lists which you have submitted on behalf of the City: the list of schools to remain open over a long-range period, and the list of schools for which facilities projects of some kind are planned, together with estimates of costs and a general timetable. We await a list of schools to be closed or otherwise dealt with.

Our comparison reveals that the Agassiz Elementary School is listed for a $50,000 renovation in the physical education area. This school, however, does not appear on the list of those to remain open.

At present I understand that Superintendent Spillane's Long-Range Plan is not finally adopted by the Boston School Committee. In any case, all facilities planning must be consistent with the final approved version of this plan.

Initial analysis of your proposed renovation schedule suggests that some of the proposed work will require the closing of certain schools. This and related scheduling matters should be discussed in a future meeting.

Because the Boston plan includes the creation of certain K-8 schools, planning for renovations should also include provisions for creation of needed spaces such as industrial arts shops, home arts spaces, etc. as found in schools containing grades 7 and 8 elsewhere in the Commonwealth and the City.

The Boston Facilities Plan should also include specific provision for the Boston Latin proposal. All project proposals must be compatible with the Long-Range Facilities Plan.

You have submitted a proposal for a Boston Latin School project under the provisions of Section 4 of Chapter 515 of the Acts of 1983. This section requires that all racial balance or desegregation projects to be considered for eligibility for state aid at ninety percent of cost must be submitted or approved by June 30, 1984. Consultant staff of the Bureau have advised me that sufficient basic material has been submitted to satisfy Bureau requirements for submission of this proposal. A number of items related to this proposal must be discussed and agreed upon, however, or amended before staff approval is given.

Educational specification worksheets for the combined Latin Schools proposal show a combined planned enrollment of 3700 pupils in grades 7-12. This represents an increase in enrollments while City-wide enrollments are declining. How this planned increased enrollment is consistent both with the nature of the Latin Schools and current trends is an example of one item which must be discussed.

It is our opinion that projects to improve the condition of school buildings in Boston will contribute to racial balance and desegregation and may therefore be considered for increased funding under Chapter 15 of the General Laws or under other provisions of law when in effect. In this connection, the City of Boston has submitted material for Board approval covering the first year of the long-range plan. These are proposals to be considered under Chapter 613 of the Acts of 1982 and Chapter 515 of the Acts of 1983. This material is subject to amplification and amendment. The schools affected by this material are:

Chapter 613 Section 4 Proposals
4/5 Boston Technical High
4/5 Phyllis Wheatley
4/5 Dearborn
4/3 Hyde Park High
Solomon Lewenberg
Patrick Gavin
Dennis C. Haley
Jeremiah E. Burke

Chapter 515 Section 1 Proposals -
Madison Park High
James Hennigan

Other
Boston Latin Academy/School Project

As we all know, any proposals which impinge upon or are not consistent with court orders must be approved by Judge Garrity. In addition, all of the foregoing is subject to successful staff review and subsequent Board of Education approval before any grant funding is approved.

With summer nearly over, I look forward to working with you again on these matters.

Sincerely,

John A. Calabro

John A. Calabro, Ph.D.
Administrator
School Building Assistance
Bureau
(617) 770-7238

JAC:hh

cc: Commissioner Lawson
Superintendent Spillane
Associate Commissioner Jones
Frank Banks

The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

SF4972

September 7, 1984

Mr. Rob Roy, M.E.
Boston Public Schools
Department of Planning and
Engineering
26 Court Street
Boston, MA 02108

Dear Mr. Roy:

This is in response to your memorandum dated August 24, 1984, in which you request reimbursement for certain heating system projects in the Boston Public Schools under provisions of Chapter 613 of the Acts of 1982. It appears from your memorandum that work on these projects has already been completed.

Chapter 613 of the Acts of 1982 was approved on December 29, 1982, and became effective 90 days thereafter. On May 10, 1983, all superintendents of schools were notified by the Commissioner of Education of procedures to be followed in applying for approval of proposed heating system projects under Chapter 613.

Applications for approval under the provisions of Chapter 613 must be received before commencement of the work involved. There is no provision for retroactive approval. Therefore, these may not be procesed.

In the interest of streamlining communication on school facilities/construction related matters between the City of Boston and the Department of Education, may I suggest that all facilities related material, regardless of funding source, be forwarded via the team of Robert Murray and Peter Scarpignato who represent the City on facilities matters and who will integrate all requests with other proposed projects and assure their compatibility with the Boston Long - Range Facilities Plan, currently in development.

Sincerely yours,

John A. Calabro

John A. Calabro, Ph.D.

JAC:

cc: mmissioner Lawson
perintendent Spillane
bert Murray
ter Scarpignato
Samuel Pike

The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

September 12, 1984

Mr. Robert Murray
Boston Public Schools
and
Mr. Peter Scarpignato
Boston Public Facilities Department
26 Court Street
Boston, MA 02108

Dear Mr. Murray and Mr. Scarpignato:

This letter is in regard to the proposed project to create a Latin Schools Complex through renovation and enlargement of the existing Boston Latin School.

Educational specifications, preliminary plans, and related documents in support of this proposal were submitted prior to June 30, 1984, in order to make the proposal eligible for state aid at ninety percent of approved construction and interest costs under provisions of Section 4 of Chapter 515 of the Acts of 1983, once the project has received staff and Board of Education Approval.

Before this proposal may proceed further, agreement must be reached on the planned enrollment of the complex and the planned grade range. These matters must be discussed in the very near future, in light of the following questions, some of which have been raised in earlier meetings and/or correspondence:

1. How is a proposed enrollment of 3700 students 7-12 to be justified? This planned enrollment is larger than the existing reported enrollment. As the Latin Schools traditionally have offered highly selective academic programs for college preparatory students, why has the planned enrollment for this multi-million dollar proposal increased while the student enrollment system wide has markedly declined and perhaps continues to decline?

2. Will the proposed project perpetuate two Latin Schools or is it designed to create a single unified school? If the former, why should this be so and why should the two schools with their large proposed enrollment be located on the same restricted site in an area already noted for its high student density with its concomitant impact upon public transportation capacity? Why could not an

alternative site, possibly using an existing city-owned building, be considered for development?

3. Is it important to the nature of the Latin School(s) to retain a grade range of 7-12 or is it possible to consider a plan of grades 9-12 with grades 7-8 (or 6-8) located elsewhere in one or more buildings?

4. If the proposed increase in enrollment in comparison to current system-wide enrollments is to be upheld, can one conclude that the nature of the programs offered in the Latin School(s) will change and that curricular offerings will include general and remedial courses? If so, these should be included in the educational specifications.

5. In addition, the proposed size of spaces in the facility must be discussed.

May I suggest that these and related questions be discussed and resolved as soon as possible so that whatever proposal is agreed upon, consistent with the Boston Long Range Facilities Plan now in planning, it may go forward without serious delay later. Until such plan is approved, however, no projects may be approved.

Sincerely yours,

John A. Calabro

John A. Calabro, Ph.D.

JAC:cc

cc: Commissioner Lawson
Superintendent Spillane
Robert Murray
Peter Scarpignato
Samuel Pike

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THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
ROBERT R. SPILLANE

BEST COPY AVAILABLE

September 14, 1984

Dr. John Lawson
Commissioner of Education
Massachusetts Department of Education
1385 Hancock Street
Quincy, MA 02169

Dear Commissioner Lawson:

School Department staff have reviewed carefully the Board of Education's Monitoring Report No. 3 dated July 15, 1984. We view the monitoring reports and our responses to them as opportunities for further assessing the progress we have made in a number of important areas, enhancing understandings between the School Department and the Department of Education, and most importantly, providing documentation to support our position that the court and state should disengage themselves from the School Department's operational responsibilities. The School Department has demonstrated, we believe, that it has the will, the resources and the competencies to comply with desegregation, equal opportunity and quality of education requirements.

Our response to Monitoring Report No. 3 will:

1. offer comments including, when appropriate, areas of disagreement of specific monitoring reports based on review and analysis by relevant School Department staff, and

2. provide you, Department of Education staff and the Board of Education with additional information on those steps which have been or will be taken in 1984-1985 in each of the areas to address concerns raised in the report.

Meaningful dialogue has been initiated between School Department and Department of Education staff. We look to a continuation of this dialogue; it can only strengthen our institutional and programmatic responsiveness to issues of critical importance to both our departments.

Dr. John Lawson
Commissioner of Education

September 14, 1984

Responses to each of the monitoring reports contained in Monitoring Report No. 3 are enclosed with the exception of those for student assignments, special desegregation measures and transportation. Responses to those sections of the monitoring report will follow. These responses will offer you both a general reaction to the particular section as well as specific comments on progress which has been or is expected to be made in the particular substantive area.

I believe it important that at this time we bring together key personnel from the Department of Education and the School Department to discuss our positions and concerns, suggest future direction for our staffs and set a tone for continuing cooperation. By convening key staff responsible for those areas addressed in the monitoring report, we shall enhance a sensitivity to each Department's needs, resources and constraints and promote a convergence of our efforts toward the achievement of mutual goals.

Please have your secretary call Mary Caton in my office to schedule a meeting at a time convenient to both of us.

Sincerely,

Robert R. Spillane
Superintendent of Schools

RRS:ls
Attachment

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FACILITIES

GENERAL COMMENTS

In its Monitoring Report #3 to the United States District Court on Boston School Desegregation dated July 15, 1984, the Board of Education of the Commonwealth of Massachusetts issued a number of findings and approved one recommendation on the subject of "Facilities" in the Boston Public Schools.

The Boston Public Schools endorses the recommendation of Report #3 to continue joint development of an educationally and financially sound long range facilities plan. All parties are presently engaged in just such a cooperative effort to complete and implement a facilities plan.

In addition, the Boston Public Schools can agree that the findings of Report #3 are accurate as of the time that the report was written, probably about mid-May of 1984.

SCHOOL DEPARTMENT RESPONSIVE MEASURES

It is important to note, however, that significant progress has been made in Long Range Facilities planning between the time that the report likely was written and June 30, 1984, a pivotal date with regard to the determination of State funding for construction and rehabilitation projects. The following developments are worthy of note:

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- On June 5, 1984, a Long Range Facilities Plan and Implementation Program was submitted to the Department of Education by the Boston Public Schools and the City of Boston Public Facilities Department.
- Throughout June, 1984, there were a number of joint meetings of Department of Education officials and representatives of the Boston Public Schools and the City of Boston Public Facilities Department.
- In late June, 1984, the City of Boston and the Boston Public Schools submitted significant data and supportive technical studies in support of:
  - a renovation/construction project for Boston Latin School and Boston Latin Academy
  - ten (10) rehabilitation projects relating to roofing, heating and energy conservation
  - one physical education site improvement project (White Stadium).
- On June 13, 1984, the Boston School Committee held public hearings in Faneuil Hall as a step in the development of a long range plan to restructure facility utilization, district organization and assignment procedures in the Boston Public Schools.
- As of July 1, 1984, the finance problems delaying the Burke renovations project were resolved. A construction contract has been executed and actual construction at the Burke High School began on August 6, 1984.

PUBL FI
OCT 84

CITY OF BOSTON · MASSACHUSETTS

OFFICE OF THE MAYOR
RAYMOND L. FLYNN

September 24, 1984

Governor Michael S. Dukakis
The Commonwealth of Massachusetts
Executive Department, Room 360
State House
Boston MA 02133

Dear Governor Dukakis:

My purpose in writing this letter is to request your support for the rehabilitation of the White Stadium athletic complex. At my recommendation, the proposed renovation of the White Stadium athletic complex, estimated to cost three million dollars, was included in the $23 million five-year program of capital improvements to schools that was submitted to the Massachusetts Department of Education by the City of Boston and the Boston Public Schools. I hope that with your support the Commonwealth of Massachusetts, Department of Education School Building Assistance Bureau will approve the maximum 90% reimbursement for this project.

As you know, White Stadium was once one of the premier school-boy sports complexes in the country. Constant use and lack of funds for proper maintenance have contributed to the present deplorable state of the facility. The condition of the fields and the stadium have created an increasingly unattractive and debilitating environment for athletes and spectators. Even Special Education events, always held at White Stadium, have been temporarily moved to other less hazardous facilities.

Despite these problems, the White Stadium athletic complex continues to serve as the principal school athletic facility for Boston Public High School students. Many of these high schools consider White Stadium to be their home field. While other municipalities may have offset the cost of maintaining their school athletic facilities by generating revenue through rental agreements with private concerns, White Stadium is used exclusively by students in the the Boston Public Schools. A review of the fall schedule shows that White Stadium is constantly in use with many soccer, football, track

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and volleyball practices and competitions scheduled to take place at the facility. In addition to its primary use as an athletic complex, White Stadium is the service facility for upkeep and maintenance of other high school athletic facilities.

With limited funds available, I have already directed the City's Public Facilities Department to immediately schedule the repainting of the facility and the replacement of stadium seats. The School Department, fot its part, will repair the score board. However, there is much more to be done to renew this stadium. Your support for this project will help ensure that this school facility is properly restored and will meet the needs of the students of Boston.

Sincerely,

Raymond L. Flynn

Raymond L. Flynn
Mayor

RLF/amcd

The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

September 26, 1984

Stephen A. Moynahan, Jr., Esq.
Deputy Clerk
U.S. District Court
1525 U.S. Post Office and Courthouse
Boston, Massachusetts 02109

Morgan v. Walsh-Tomasini
C.A. 72-911-G

Dear Mr. Moynahan:

Enclosed please find for filing in the above action the State Board's Supplement to Third Monitoring Report Under Orders of Disengagement.

Thank you.

Sincerely,

Robert H. Blumenthal

Robert H. Blumenthal, Esq.
Counsel, State Board of
Education

RHB/kal
Enclosures:
cc: Parties of Record

If modification proposals are developed, Section VI(B)(5) of the Orders of Disengagement requries that the proposed modifications be filed no later than December 15, 1984 in order to affect student assignments for 1985-1986. When and if this filing is made, the State Board will evaluate any proposed modifications to the student assignment plan by the same standards it applies to plans formulated by other Massachusetts communities: the equitable spreading of transportation and reassignment burdens among all racial/ethnic groups; the adoption of clear, consistent guidelines with minimum potential for manipulation; the inclusion and encouragement of options leading to voluntary desegregation; the accommodation of special needs and transitional bilingual programs; and the indication of prospects for improvement over current desegregation efforts.

FACILITIES

Regardless of whether the assignment orders are ultimately modified, a comprehensive, long-range Unified Facilities Plan remains to be produced. To date, individual proposals concerning the examination schools and various renovation projects involving roof repairs and heating systems have been generated by City and School Defendants. These proposals cannot be considered for state assistance, however, until a long-range facilities plan is adopted by City, School and State officials and approved by the Court. In our view, such a plan must address the facilities needs of the entire school system; cover an extended period; be clear as to timetable, purpose and mechanism for revisions; contain a prioritized list of construction and renovation projects with specific starting dates and financial commitments; and reflect the student assignment process.

While any effort to modify the student assignment orders will delay the production of a facilities plan, the State Board is aware of the crucial relationship between student assignment and facilities planning. In the interim, the State Board cannot consider proposals for the funding of projects in the absence of a coordinated student assignment plan and facilities plan.

VOCATIONAL EDUCATION

In the area of vocational education, two types of efforts are required. The Unified Vocational Plan is in need of substantial modification, so that it may reflect with greater accuracy the occupational education needs of Boston students. The State Board has called this situation to School Defendants' attention in the past and, here again, appreciates the crucial link between student assignments, facilities planning and vocational planning. At the same time, the decline in applications for assignment to the Humphrey Occupational Resource Center is a problem too serious to await possible modification. School Defendants should immediately address this situation, with a focus on recruitment efforts at the individual high school

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF IMPLEMENTATION
John R. Coakley, Senior Officer

September 28, 1984

Dr. John A. Calabro
School Building Assistance Bureau
Massachusetts Department of Education
1385 Hancock Street
Quincy, Massachusetts 02169

Dear John:

Your letter of September 12, 1984 regarding the proposed Latin Schools project gives me occasion to set down the positions we have expressed on the issues raised in your correspondence.

1. Long Range Plan Including a Secondary Facilities Plan

   We are mindful of the obligation of the Boston Public Schools to submit a Long Range Secondary Facilities Plan that incorporates both Boston Latin School and Boston Latin Academy. A preview of the program recommendations upon which the Secondary Facilities Plan will be based are included in a Long Range Plan (Draft) which was under public discussion in May and June of this year. A more detailed and specific plan is expected by October 1, 1984. Recent determinations to seek out the views of plaintiffs and others may delay this schedule. The only policy regarding the Latins that may be subject to further review in the Long Range Plan is the 7-12 grade structure insofar as a "6-12" structure was proposed in the May draft.

2. Planned Enrollment at the Latins

   The proposed program enrollment of 3700 students at the Latin schools compares with the present assigned enrollment of 3821 students. Both schools are attractive magnet schools which annually have many more aspirants than can be admitted. Each year, there are 4000 or more applicants to Boston examination schools for some 1600 seats. The dual thrust for the Latins - to provide present level of access to students and to carry out plans for higher retention of students - does not argue for a reduction in numbers of enrolled students.

26 COURT STREET, BOSTON, MASSACHUSETTS 02108 • 726-6200, EXT 5500 726-8555, EXT 5500 AREA 617

3. Grade Structure

The 7-12 grade structure at both schools is the policy of the Boston Public Schools until or unless changed. A division into upper (9-12) and middle (7-8) schools is not under consideration. Such a proposal has not been enthusiastically received in many quarters. The tradition of a combined middle and high school is 106 years old in one school and, at least 264 years old in the other. Given the excellent history of these schools in meeting the needs of students and producing some of the nation's finest citizens, the traditions of the schools cannot be treated lightly.

4. Two Schools

The Long Range Plan (Draft) proposes that "each Latin would maintain its separate identity." There has been little evidence of support for a change in this policy. Graduates, students, parents, staff and administrators have given testimony to their preference for a distinct and separate identity for each school, and educational sense suggests that combining these schools administratively is not sound from a management or educational perspective.

5. Shared Site

The shared occupancy of the two Latins on the same site is timely in that it provides an available site in a desirable area of the City for Boston Latin Academy which presently is without a permanent home, and it is functional since the physical and human resources gathered on site will benefit students at both schools. Proximity of these schools is historic since in past decades, these schools were located on adjacent sites in the Fenway.

In the event that an alternative site in the Fenway might become available, the relative benefits of having two schools on two sites would be measured against those of a single site.

6. Transportation Requirements

The transportation requirements for the proposed project have been estimated based on present service, and they will be reflected in architectural plans for development of the site. Alternate combinations of public (MBTA) and yellow-bus transportation will also be studied to address student access to site.

7. Alternative Facilities for Boston Latin Academy

In recent years, all attempts to identify an existing city-owned building for Latin Academy have been unsuccessful. Of the school facilities in the Boston Public School system, none, with the exception of English High, Madison Park High and possibly new district high schools in West Roxbury, Jamaica Plain and Charlestown, are sufficiently sized to accommodate the Latin Academy program. To date, none of the Long Range Plan proposals make any of these schools available for use, but instead reflect a commitment to the availability of K-12 education in major neighborhoods of the city and to continuance of citywide options at English and Madison Park high schools.

8. Nature of Program Offerings

Changes in program and service offerings at the two schools are specified to some degree in a recent submission to the Department of Education - "Plans for Retention of Minority Students at Boston Latin School and Boston Latin Academy." In general, our proposed educational program and related space requirements will accommodate these and other program changes that will take place from time to time. I do believe we should strive for flexibility in the design of a number of instructional spaces that will respond efficiently to smaller class groupings.

9. Proposed Size of Spaces

In general, programmed space sizes were formulated to give some flexibility in the choice of an overall architectural design that efficiently incorporates the existent Latin School building. We expect they are open to discussion and to modification and view the standard space allocations outlined in your regulations to be the norm. I believe that the educational program under discussion fully reflects what the City of Boston and the Boston Public Schools plan for Boston Latin School and Boston Academy and that we can maintain progress in planning and design even as decisions that effect final approval by the School Building Assistance Bureau and the Board of Education are being made.

My purpose in correspondence is as yours, to expedite this project; to identify, clarify and close on the issues and to create a climate for agreement on funding and construction of the project.

Sincerely,

Robert L Murray

Robert L. Murray

RLM:mc

cc: Peter Scarpignato

Division of School Facilities and Related Services

The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

October 2, 1984

Mr. Peter Scarpignato
Public Facilities Department
26 Court Street
Boston, MA 02108

Dear Mr. Scarpignato:

This is a summary of the salient points of our meeting of Friday, September 28, 1984, at School Building Assistance Bureau in Quincy during which you, Public Facilities Department Capital Planning Director Michael Smith, Associate Commissioner David Jones, Educational Coordinator Edward Nicolas, Engineer Louis Cogliano, Specialist Samuel Pike, and I discussed the status of Boston's long-range plan and facilities plan and individual proposed projects to be keyed to it.

You indicated that Michael Smith would be replacing you at future meetings between School Building Assistance Bureau and the City of Boston.

I indicated that all applications for projects and all facilities related correspondence should flow from Boston to School Building Assistance Bureau through Robert Murray and you or Michael Smith.

No school construction projects will be approved for the City of Boston until a long-range facilities plan has been approved by the Board and the Court, and no grant funds will flow to the City of Boston until such plan is approved and projects voted. No Chapter 515 funds requested in the FY 1986 budget are earmarked for Boston at this time. An estimated amount for the first annual payment for a to-be-resolved Latin Schools proposal included in the FY 1986 grant budget request will be reviewed on December 15, 1984, as will our entire FY 1986 grant budget request, and a decision made at that time as to whether this amount should be retained, deleted, or placed in the FY 1987 (or later) budget request.

Architect's and engineer's fees are includable in the estimated costs of approved projects.

You or Mike Smith and Robert Murray will respond by letter to the issues raised in my letters to you and Mr. Murray dated August 22, 1984, and September 12, 1984, and to any issues raised in my letter to Engineer Roh Roy dated September 7, 1984. It is assumed that all correspondence from you or Mr. Smith and Mr. Murray reflect the position of the City of Boston, that is Public Facilities Department and the Boston Public Schools.

Mr. Edward Nicolas of this office and Mr. Samuel Pike of our Greater Boston Regional Office are available to plan jointly with the City of Boston team.

You indicated at this time that planning for the Latin Schools proposal presently includes a review of the possible use of the Massachusetts College of Art building on Brookline Avenue.

If there are any questions relative to this memorandum, please contact me.

Sincerely,

John A. Calabro

John A. Calabro, Ph.D.
Administrator
School Building Assistance Bureau
(617) 770-7238

JAC:hh

cc: Commissioner Lawson
Superintendent Spillane
Robert Murray
David Jones
Michael Smith
Samuel Pike

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THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF IMPLEMENTATION
John R. Coakley, Senior Officer

October 11, 1984

To: Robert R. Spillane

From: John R. Coakley John R Coakley

Subject: Report #1 (Unified Facilities Plan) of the Federal Court's Order of September 17, 1984

Item #1 (Unified Facilities Plan) of the Federal Court's Order of September 17, 1984 reads as follows:

> (1) a status report regarding their compliance and plans for compliance with the court's orders, including an estimated timetable, in the areas of ...unified facilities plan.

The attached document was prepared by Robert Murray who has been the school system's primary contact with appropriate staff in city government and in the department of education.

An examination of the State Board's Report No. 3 on Boston School Desegregation (Volume IIB, July 15, 1984 pp 639 to 709) does give indication of our good-faith efforts to comply with the subtle and challenging orders on the Unified Facilities Plan. In particular, the State Board (see Objective 4, page 641) acknowledged that meetings of joint planners had resumed. The document which follows describes facility planning in two phases, one phase which has begun and is directed at seventy-three school facilities, a second phase which is dependent on the development and approvals of the Long Range Plan. It is our intent to open phase two discussions with the joint planners immediately upon our filing the Long Range Plan in accordance with the requirements of Section VI of the December 23, 1982 Orders of Disengagement. We are confident of our ability to move rapidly to complete phase two proposals and will do so on or after December 15, 1984, our goal for filing the Long Range Plan.

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THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE GENERAL COUNSEL

MICHAEL J. BETCHER
General Counsel

MARY JO HOLLENDER
Associate General Counsel

October 11, 1984

Stephen A. Moynahan, Esquire
Deputy Clerk
United States District Court
1525 U.S. Post Office and Courthouse
Boston, Massachusetts 02108

Re: Tallulah Morgan, Et Al. v. Rita Walsh-Tomasini, Et Al.
Civil Action No. 72-911-G

Dear Mr. Moynahan:

Enclosed please find for filing School Defendants' Status Reports and School Defendants' Motion to Modify Administrator Rating and Screening Procedures.

Please note that there is no Attachment E to the Status Reports. That material is reproduced in the Board of Education's Report No. 3, Vol. 2A at pp. 18-41, and is the subject of comment in Mr. Coakley's Attachment F.

Three separate copies are included for distribution to the Judge's chambers.

Very truly yours,

Michael J. Betcher

Michael J. Betcher
General Counsel

Enclosures

26 COURT STREET • BOSTON, MASSACHUSETTS 02108 • (617) 726-6320

UNITED STATES DISTRICT COURT

DISTRICT OF MASSACHUSETTS

* * * * * * * * * * * * * * * * *

TALLULAH MORGAN, ET AL.,
Plaintiffs,

v.

RITA WALSH-TOMASINI, ET AL.,
Defendants.

* * * * * * * * * * * * * * * * *

CIVIL ACTION
NO. 72-911-G

SCHOOL DEFENDANTS' STATUS REPORTS

The School Defendants respectfully submit herewith the status reports required by the Court's September 17, 1984 orders as follows:

1(a). Desegregation of Administrative Staff

As of August 31, 1984, the School Department had achieved near total compliance with the desegregation goals of the February 24, 1976 orders concerning Category I and II administrative staff. As can be seen from Attachment A, 23.76% of the total administrative workforce was Black, just 1.24% short of the court-ordered 25% goal. For a variety of reasons, however, a substantial backlog of acting administrative appointments has evolved over the past several years. As of August 31, 1984, 402 out of 707 administrators were in an acting status.

On May 2, 1984, the School Department commenced the process prescribed in the December 23, 1982 Orders of Disengagement to seek the consensus of all parties regarding modifications to the screening and rating procedures. These modifications are designed to permit a prompt eradication of this backlog, and to avoid its reccurrence, without sacrificing the essential objectives of the original court-ordered procedures. After two plenary negotiating sessions, and numerous bilateral exchanges, under the leadership of the Senior Officer for Equal Opportunity Barbara Fields, a consensus was forged. The proposed modifications, which include further affirmative action assurances with respect to Black staff, and significantly accelerated affirmative action undertakings with respect to Other Minority staff, were approved by the School Committee on October 9, 1984. Filed contemporaneously herewith is the School Defendants' "Motion to Modify Administrative Rating and Screening Procedures" detailing these proposals. Since the proposed modifications have been the subject of extensive discussion among the parties, the School Defendants request that the Motion be considered by the Court at the hearing scheduled for October 26, 1984.

While the modifications proposed in the above-mentioned Motion will facilitate the achievement of full compliance with the requirement that administrative positions be filled on a permanent basis as soon as administratively feasible, the School Department has developed a schedule to make permanent appointments, using current screening and rating procedures, for approximately one hundred positions during the current school year. In addition, the School Committee on October 9, 1984, ordered that no new acting appointment to a permanent vacancy last for more than six months. Toward that end, the School Committee further directed that, within ten school days of approval, each such acting appointment must be posted for permanent appointment.

A timetable for the elimination of acting appointments can be developed after the Court's disposition of the pending Motion. It should be noted, as the parties are already aware, that of the approximate 400 acting positions, approximately 170 positions are being maintained in an acting status pending the adjudication by the State Labor Relations Commission of a bargaining unit placement dispute between and among the BTU, BASAS and the School Department. In fairness to potential applicants for such contested positions, permanent appointments ought to await resolution of that dispute. Hereafter, these contested positions will be reported as such, in order better to assess progress in eradicating the acting backlog where feasible.

1(b). Unified Facilities Plan

On April 26, 1984, the School Committee approved key elements of a long-range facilities plan. The City, State and School Committee have joined in the commitment to retain for long-term use seventy-three (73) specified schools. While much progress has been made in identifying certain capital improvement projects, a tripartite consensus has not yet been achieved, and, perhaps cannot be achieved, until closure is reached on proposed modifications to the student assignment plan. The status and contents of the School Committee's long-range facilities plan are described in Attachment B.

2. The School Defendants submit as Attachment C a progress report prepared by Senior Officer John R. Coakley regarding the formulation of the Long Range Plan for student assignments.

3. The School Defendants respond to the six critical areas of concern identified by the State Board of Education in its Monitoring Report No. 3 as follows:

(1.)(A) Bilingual Education. Senior Officer John R. Coakley has reviewed the Court's orders pertaining to Bilingual Education and has concluded that the School Department has achieved substantial compliance with these orders. Accordingly, the School Defendants intend to petition that the Court terminate active jurisdiction, and the State Board's extraordinary monitoring responsibility, with respect to the orders enumerated in Paragraph 5 of Appendix I to the Memorandum and Orders of Disengagement dated December 23, 1982. A compendium of the orders enumerated in Paragraph 5, with Mr. Coakley's assessment, is included as Attachment D.

(1.)(B) Examination Schools. The School Department's Plan for the retention of minority students at the Boston Latin School and the Boston Latin Academy is attached as Attachment E.

(2.) [The issue of acting administrators has been addressed above.]

(3.) Racial/Ethnic Guidelines. Senior Officer John R. Coakley's report on the Department's special desegregation measures and recruitment efforts is attached as Attachment F.

(4.) Unified Plan for Vocational and Occupational Education.

Both the School Department and the State Department of Education agree that the Unified Plan for Vocational and Occupational Education should be subject to extensive review. A summary of the School Department's compliance with that Plan is contained in a report from Director James A. Caradonio included herewith as Attachment G. The School Defendants intend to propose a substantial modification to the outstanding orders in this area. It will be the contention of the School Defendants that issues such as curriculum development, specific management titles and structures, program content, size and location, and the like, ought to be the subject of an Annual Program Plan to be reviewed and approved by the State Department of Education, and not specifically prescribed by court order. Instead, the

Court's orders in this area ought to be focused on the desegregative aspects of the student assignments plan for these programs, much as the Court has treated bilingual and special education. Further consultation with the State Department and the parties will be pursued prior to proposing such a re-focusing of the court orders.

(5.) [The issue of a long-range facilities plan has been addressed above.]

(6.) In light of the Court's proposed disengagement with respect to issues of safety and security except with respect to transportation to and from school, the School Defendants submit the Plan for Student Transportation Safety developed by Acting Deputy Superintendent Joseph M. McDonough, which plan is attached hereto as Attachment H. Implementation of this Plan has already commenced.

Respectfully submitted,

THE SCHOOL DEFENDANTS

By their attorneys,

10/11/84
Date

Marshall Simonds, P.C.
Henry C. Dinger
GOODWIN, PROCTER & HOAR
28 State Street
Boston, Massachusetts 02109
(617) 523-5700

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
ROBERT R. SPILLANE

October 12, 1984

Mr. David Jones, Associate Commissioner
School Facilities and Related Services
Massachusetts Department of Education
1385 Hancock Street
Quincy, Massachusetts 02169

Dear Mr. Jones:

As a follow up to the productive meeting of October 5, 1984 of administrators and staff of the Department of Education and of the Boston Public Schools to discuss the issues of the Third Monitoring Report, I am prompted to again state my views on the subject of School Facilities Planning.

As I expressed at that meeting, I hope for a reconsideration of the provision in the Board of Education's filing of September 26, "Supplement to Third Monitoring Report Under Orders of Disengagement," that proposals contained in the Boston Facilities Plan of June 5, 1984 "cannot be considered for state assistance however, until a long range facilities plan is adopted by city, school and state officials and approved by the Court."

We know that many Boston school facilities need immediate attention. Basically, it is my view that any action that threatens to impede or delay progress in addressing these physical needs, whatever its interest or purpose, is not in the best interests of Boston's school children.

I believe that in recent months, the Boston Public Schools has taken significant steps toward the completion of a Long Range Facilities Plan. With the cooperation and assistance of the City of Boston and its Public Facilities Department and of the Department of Education and its School Building Assistance Bureau, facility improvements of high-priority need are close to a state of implementation in a number of Boston Public Schools.

I recognize that the Long Range Facilities Plan is incomplete in certain details and that the final elements of this facilities plan are dependent on approval of a long range educational plan.

The Boston Public Schools have been developing recommendations for such an education plan that are comprehensive and systemwide in nature and address significant aspects of the present student assignment and districting plan. A draft plan has been prepared, widely disseminated and publicly discussed. Boston Public School officials are meeting with parties to the court case about the elements of the plan. However, the process and schedule of approval of such a plan is uncertain at present. Linking state reimbursements to this schedule introduces a risk that the completed applications for school improvement might be put on hold. This possibility acts as a disincentive to facility planning and particularly to developing detailed specifications for facility improvements.

The Boston School Committee has made a commitment to long-term use of a significant number of key school facilities and has set out a five-year plan of improvements focused on these schools. These facilities will be part of Boston's Long Range Plan and of its Long Range Facilities Plan, and students will be assigned to these facilities for many years in the future. Some need immediate and, in some cases, substantial improvement. The nature of these improvements, certainly those that address heating, energy conservation, roofing, etc., are not related to the assignment plan for the school. They should proceed as quickly as possible.

The Boston Public Schools has demonstrated not only its intent to complete a long range educational plan and to set in place a complete school facilities plan, but it has also been active in detailed planning for school facility improvements, a task that will take many years to complete and which can no longer be deferred. It is possible to make progress on educational planning and facilities improvement simultaneously and without contradiction as the June 5, 1984 submission proposes.

The City of Boston has made a commitment to address the physical needs of Boston school facilities. But the ability of the city to maintain this commitment and to continue to expend funds for planning, development and construction contracts is related to some expectancy that the reimbursements that accrue to other cities and towns in the Commonwealth under state statutes will not be withheld from Boston. And with certainty, we need the continued assistance of the city as a partner in our joint planning efforts.

I believe that the Board and Department of Education share with the City of Boston and the Boston Public Schools the common goal of making Boston school facilities safe, environmentally sound and equal in quality to those throughout the state. To this point in time, the Board and Department of Education have provided assistance and guidance in our facilities planning efforts. I urge the Board of Education and the Department of Education to continue that role, to make appropriate and equitable provisions for the funding of Boston school projects, to expedite the completion of projects now well into planning and to continue with the Boston Public Schools and the City of Boston the joint facilities planning process.

On Thursday, October 11, the Boston Public Schools filed a progress report on Facilities Planning. I am enclosing a copy for your review and information.

Sincerely,

Robert L. Murray

Robert L. Murray
Boston Public Schools

RLM:mc

Enclosure

cc: Robert R. Spillane
  Superintendent, Boston Public Schools
 James Hart
  Director, Public Facilities Department
 John R. Coakley
  Senior Officer, Department of Implementation,
  Boston Public Schools

Division of School Facilities and Related Services
The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

MEMORANDUM

TO: Robert Blumenthal

FROM: David A. Jones

DATE: October 17, 1984

SUBJECT: Boston Public Schools Status Report (10/11/84)

Unified Facilities Plan

The Long-Range Facilities Planning Progress Report described in Attachment B of the status report submitted to the U.S. District Court on October 11, 1984 indicates that:

A. Status of Long-Range Facilities Planning

> As of October 1, 1984, the Boston Public Schools has developed and with the cooperation and assistance of the City of Boston and the Massachusetts Department of Education is participating in the implementation of a first phase of a Long-Range Facilities Plan, which is directed at a nucleus of seventy-three school facilities whose utilization is guaranteed over the long term.

The Department of Education has not joined with the City or School Committee in any commitment at this time to retain for long-term use the seventy-three (73) specified schools.

There is some questions relative to the status of any tripartite consensus discussed at a SBAB meeting held on 9/28/84 which referenced a new Office of Capital Planning (OCP) established by Mayor Flynn on July 9, 1984 (see Attachment #1). The Department of Education will continue to encourage cooperation and open communication with all parties as we move into discussions on phase two of the Facilities Plan.

The second phase of this Facilities Plan mentioned in Superintendent Spillane's May 2, 1984 correspondence and in Mr. Coakley's October 11, 1984 memorandum is dependent on the development and approval of a Long-Range Plan which includes a student assignment plan and other educational requirements. Mr. Coakley states, "We are confident of our ability to move rapidly to complete phase two proposals and will do so on or after December 15, 1984, our goal for filing the Long-Range Plan."

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On April 26, 1984, the Boston School Committee approved Phase I of a Long-Range Facilities Plan and indicated that specific projects, namely Hyde Park High, Boston Technical, Burke High, Lewenburg, and Dearborn Schools should be advanced with all due speed. These schools were incorporated as part of a list of ten (10) schools listed in the First Year of a five-year plan (1985-1989) listing the priorities of proposed Major Alterations and Repairs (see Attachment #2) estimated to cost $20 million. At this time we have only received partial submittals on four (4) of the ten (10) First Year proposed projects. Lewenburg and Burke High are not included in these recent partial submittals transmitted to GBREC on 9/28/84.

It has been pointed out that this proposed list of five-year priorities varies substantially in scope and funding commitments from the Status Report on Revised U.F.P. for Construction and Renovation Projects filed with the Court in January of 1980.

The planning of the Boston Latin School/Boston Latin Academy renovation/construction project is underway. An architectural firm has been engaged and preliminary schematic drawings have been submitted. At the SBAB meeting held with the Boston Public Facilities Department on September 28, 1984, they indicated that an alternate site location at the Massachusetts College of Art was being considered by the architects and hopefully a decision would be forthcoming by November 1st. This project is estimated to cost $35 million with an estimated schedule of 1984-1988. As you know, funds are extremely limited for SBAB projects, and cannot accommodate a project of this magnitude which is eligible for 90% reimbursement. Separate additional appropriations would have to be authorized prior to the Board of Education considering the Boston Latin School/Boston Latin Academy for approval. The rehabilitation of the school athletics complex at White Stadium is not considered eligible for reimbursement under the SBAB Program.

The specifics of the development and implementation of a Phase II Facilities Plan have not been submitted for consideration at this time. We have not been exposed to the details of estimated costs ($13.5 million) and schedules itemized in the October 11, 1984 Long-Range Facilities Progress Report on pages 6-8, C.1 - C.3. Judgment will have to be reserved on these recommendations until phase two proposal are finalized.

The alteration and repair program outlined on page 4, item F of the October 11, 1984 Progress Report are substantially understated. On site inspections during this past summer confirm Mr. Scagnoli's concerns "that because of financial neglect, the structures have deteriorated and the environment for pupils and teachers is not conducive to good education" (letter from Boston Public Schools to Public Facilities Department 5/4/84). Although ordinary maintenance and ongoing day-to-day repairs are not eligible for reimbursement, we strongly urge that relief be sought through Mayor Flynn's Office and the courts if necessary from the limitations on school building maintenance imposed by the so-called Tregor Bill.

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The Board and the Department of Education is committed to assisting the City of Boston and the Boston Public Schools to making Boston school facilities safe, environmentally sound, and equal in quality to those throughout the state. Boston has in the last six months made a good faith effort to accelerate their long-range facilities planning process. It would seem reasonable that if their goal of filing a Long-Range Plan is accomplished by December 15, 1984, that the ten (10) heating and roofing projects proposed for summer work in 1985 could be recommended to the Board as soon as their applications are complete in every aspect. These projects, if approved by the Board, would be eligible for funding within the present constraints of FY85 authorization for Chapter 515 and 613 projects both in Boston and elsewhere throughout the Commonwealth. So as not to impede progress, we will continue to encourage Boston to submit applications for their individual first year projects and assist them in any way to insure these projects move through the approval process smoothly.

cc: Commissioner Lawson
Frank Banks
Charles Glenn

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The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

October 22, 1984

Stephen A. Moynahan, Jr., Esq.
Deputy Clerk
U.S. District Court
1525 U.S. Post Office and Courthouse
Boston, Massachusetts 02109

Morgan v. Walsh-Tomasini
C.A. 72-911-G

Dear Mr. Moynahan:

Enclosed please find for filing in the above action the State Board of Education's Comments on October 11, 1984 Filings of the Parties.

Thank you.

Sincerely,

Robert H. Blumenthal

Robert H. Blumenthal, Esq.
Counsel, State Board of
Education

RHB/kal
Enclosures:
cc: Parties of Record

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II. MOTION TO MODIFY ADMINISTRATOR RATING AND SCREENING PROCEDURES

The State Board supports the Motion to Modify Administrator Screening and Rating Procedures, filed by School Defendants on October 11, 1984. It supports this motion because it offers a method for eliminating the excessive number of acting administrative appointments on an expedited basis, and because the proposal is the result of extensive negotiations conducted by School Defendants with Plaintiffs, Plaintiff-Intervenors, and the Citywide Parents Council. The motion represents the first product of the modification process described at Section VI of the Court's December 23, 1982 Orders of Disengagement. As such, it should serve the parties as a model for the resolution of the remaining issues in this litigation.

III. SCHOOL DEFENDANTS' STATUS REPORTS

A. Unified Facilities Plan: The State Board wishes to note for the record the following information, in order to clarify statements made in School Defendants' status report on facilities:

As the State Board has noted on several occasions, most recently in its Supplement to Third Monitoring Report filed on September 26, 1984, it cannot consider proposals for funding of

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school construction projects in the absence of a coordinated student assignment and facilities plan. At the same time, legislation enacted by the Massachusetts General Court provides increased State assistance up to ninety percent of approved cost for construction projects intended to reduce or eliminate racial imbalance, or imbalance of minority students, if such projects were "submitted or approved" after December 31, 1981 and before July 1, 1984. Massachusetts Statutes of 1983, Chapter 515, Section 4. The State Board therefore advised City and School Defendants to submit any projects that might ultimately be contained in the Unified Facilities Plan within the statutory time frame, so that should these projects become approved as part of a Unified Facilities Plan, they would be eligible for the additional State funding provisions of Chapter 515. The State Board took pains to stress that receipt of these "submissions" in no way committed the State Board to either support of these projects as part of a Unified Facilities Plan or the awarding of School Building Assistance funds for the specific projects in question.

City and School Defendants proceeded to submit a variety of materials to the School Building Assistance Bureau of the Massachusetts Department of Education. Among these was a list of 73 schools proposed for retention and long-term use. Contrary to

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School Defendants' status report, however, at no time has the State Board "joined in the commitment" to retain these identified facilities. It has simply received the list, together with other submissions regarding specific construction projects at specific schools, as documents for discussion in negotiations toward the development of a comprehensive Unified Facilities Plan. In this regard, the State Board also wishes to note that, while it has received materials identifying the projects listed at sections IIA and IIB of School Defendants' Long Range Facilities Planning Progress Report (pages 5-6), it only learned of the proposed projects listed at section IIC of said report (pp.6-8) when the document was filed with the Court.

The best evidence of the need for a comprehensive facilities plan, which is required by Court order and has been repeatedly requested by the State Board, is School Defendants' own status report. In 1980, City Defendants were prepared to commit only $40,000,000 over a five-year period for school construction. School Defendants' latest progress report identifies at least $68,500,000 in construction needs over a six-year period; yet the list of specific projects omits many of the priority projects identified by School Defendants and the State Board in 1980, and the $5,000,000 identified at section IIC2 of the progress report for programmatic modifications may prove to be inadequate to address the structural changes required if a long-range plan necessitating conversion of middle schools to high schools, or of elementary schools to K-8 schools, is ultimately adopted and approved by the Court. Again, a complete plan, including priorities, timetables and funding commitments, is essential to the resolution of this aspect of the desegregation case.

B. Student Assignments: State Board Monitors are unable to comment at this time on the assertion contained in School Defendants' Attachment F that "only seven of 123 schools have racial/ethnic percentages of major concern." As was the case during the State Board's second monitoring period, monitors prefer to await more reliable enrollment data, which will be available in November. An analysis of current enrollments will be included in the State Board's Fourth Monitoring Report.

The State Board has no comment on the development of a Long Range Plan, and reserves comments on specific planning proposals currently under consideration until modifications to current assignment orders are formally adopted by School Defendants and presented to the Court and parties in a motion for modification.

C. Transitional Bilingual Education: While School Defendants state that they "intend to petition that the Court terminate active jurisdiction" in the area of Bilingual

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City of Boston
Public Facilities Department

26 Court St./6th Floor
Boston, Massachusetts 02108

James F. Hart
Director

Peter Scarpignato
Planning/Development

October 22, 1984

Dr. David A. Jones
Associate Commissioner
Division of School Facilities and
Related Services
Massachusetts Department of Education
1385 Hancock Street
Quincy, Massachusetts 02169

Dear Dr. Jones:

Attached, per your conversation of October 12, 1984 with Mike Smith, are several pieces of information that the staff of the School Building Assistance Bureau (SBAB) recently requested.

Some of this information was requested by your staff to complete the review of four Chapter 613 boiler replacement projects -- Boston Technical High, Hyde Park High, Dearborn and Wheatley Schools. Specifically, we have enclosed a Chapter 766 compliance statement, certification from the City Auditor that funds are available under a loan order and a copy of the loan order for these projects.

In addition, your staff requested copies of the design specifications for the four school boiler projects pending review. As I indicated to you earlier, the plans and specifications for these projects will not be complete until the end of January, 1985. To expedite your review I suggest that your staff direct questions regarding the plans and specifications to the engineers selected by my Department to design these projects. A list of their names is attached.

Finally, we have enclosed a plan and specification milestone chart for all projects included in the first year of the City's United Facility Plan. This operating plan updates the schedule sent to your office on July 5, 1984.

If you have any questions regarding this material or the applications submitted thus far, do not hesitate to contact us.

Sincerely,
James F. Hart
James F. Hart, Director
Public Facilities Dept.

MS/td

cc: Sam Pike

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Contacts for Plan & Specification Information

HYDE PARK & DEARBORN SCHOOLS

R.D. Kimball Inc.
Chris Cummings - - 942-0130

WHEATLEY SCHOOL

Schneider Inc.
Joe Schneider - - 742-4090

BOSTON TECHNICAL HIGH SCHOOL

Reardon & Turner
Al Reardon - - 523-2123

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

STUDENT SUPPORT SERVICES

October 16, 1984

Mr. Samuel Pike
School Plan Specialist
Greater Boston Regional Education Center
27 Cedar Street
Wellesley, MA 02181

Dear Mr. Pike:

This is to certify that the Special Education programs in the following schools are in compliance with provisions of Chapter 766:

Dearborn
Hyde Park High
Wheatley
Boston Technical High
Solomon Lewenberg
Jeremiah E. Burke High
Dennis Haley
Patrick Gavin
James Hennigan
Madison Park High

Sincerely,

Thomas Hehir

Thomas Hehir, Manager
Student Support Services

TH:th

26 COURT STREET • BOSTON, MAS -286- TTS 02108 • 726-6200 AREA 617

Plan and Specification Milestones for First Year of UFP

10/15/84

City of Boston

	Tech Audit	Advertise Design	Select Design	Execute Contract	Preliminary Plan	Design Development	School Dept. Submits P&S to PFD	P&S Completed	Completion of Cont. Documents	Advertise For Const.
Madison Park	NA**	Done	Done	Done	Done	Done	NA	Done	11/30/84	3/15/85
Hennigan	NA**	In-house	-	-	10/1/84	11/1/84	11/15/84	11/30/84	12/30/84	3/15/85
Boston Tech	Done*	Done	Done	Done	Done	Done	NA	1/15/85	1/30/85	3/15/85
Wheatley	Done*	Done	Done	Done	Done	Done	NA	1/15/85	1/30/85	3/15/85
Dearborn	Done*	Done	Done	Done	Done	Done	NA	1/15/85	1/30/85	3/15/85
Hyde Park High	Done*	Done	Done	Done	Done	Done	NA	1/15/85	1/30/85	3/15/85
Solomon Lewenberg	Done**	Done	Done	Done	Done	Done	11/15/84	12/15/84	12/30/84	2/15/85
Gavin	Done**	Done	11/15/84	12/30/84	1/30/85	2/30/85	NA	4/1/85	4/15/85	5/15/85
Haley	1/15/85**	In-house Design	-	-	11/1/84	12/15/84	NA	1/15/85	2/1/85	3/15/85
Burke	1/15/85**	9/19/84	11/15/84	12/30/84	1/30/85	2/30/85	NA	4/1/85	4/15/85	5/15/85
White Stadium	NA	12/84	2/85	5/85	8/85	12/85	NA	NA	5/86	7/86
Boston Latin	NA	Done	Done	Done	2/85	6/85	Na	NA	4/86	6/86

* Applications for Chapter 613 reimbursement have been submitted to the State School Building Assistance Bureau (SBAB)

** Applications will be submitted to State SBAB as soon as a loan order is approved by the City Council.
We will submit the Haley and Burke project applications when the technical audits are completed.

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10/23

UNITED STATES DISTRICT COURT
DISTRICT OF MASSACHUSETTS

TALLULAH MORGAN, et al.,
Plaintiff

v.
JEAN McKEIGUE, et al.,
Defendants

C. A. No. 72-911-G

CITY DEFENDANTS' COMMENTS ON UNIFIED FACILITIES PLAN

The City Defendants report that they have been working with the School Defendants in an attempt to determine which school facilities will be maintained in the future and to establish a plan for the maintenance, repair, alteration, rehabilitation and construction of school facilities in the future. In this regard, the City Defendants and the School Defendants have submitted to the State Board of Education a five year $23,000,000.00 plan for capital improvements to 52 schools and the White Stadium facility, and a $35,000,000.00 plan for the renovation of the Boston Latin School/Boston Latin Academy.[1] The City Defendants strongly urge the State Board to approve these proposals forthwith.

---

[1] With the exception of the omission of the White Stadium project, the targeted facilities and estimated costs are identified on pages 5 and 6 (paragraphs A and B) of the Boston Public Schools Long Range Facilities Planning Progress Report dated October 11, 1984.

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With regard to the maintenance, repair, alteration, rehabilitation and construction to facilities not included in the five year plan or the Latin schools project, the City Defendants are waiting for the School Defendants to finalize the so-called Long Range Plan which will identify the school facilities the School Defendants intend to maintain in the future in addition to the facilities included in the proposals presently before the State Board. The City Defendants strongly urge that the School Defendants to make this decision forthwith.

The City Defendants also wish to report to the court that the extent of future school facility maintenance, repair, alteration, rehabilitation and construction will depend upon the City of Boston's overall financial situation, including its position in the bond market, and the participation of the State Board of Education in making substantial state funds available for such projects.

Finally, the defendants Mayor and the Public Facilities Commission wish to emphasize to the court that they are committed to ensuring that future school maintenance, repair, alteration, rehabilitation and construction is done in accordance with the continued desegregation of the Boston Public Schools.

City of Boston
Public Facilities Department

26 Court St./6th Floor
Boston, Massachusetts 02108

James F. Hart
Director

Peter Scarpignato
Planning/Development

October 24, 1984

Dr. David Jones, Associate Commissioner
Division of School Facilities and
Related Services
Massachusetts Department of Education
1385 Hancock Street
Quincy, Massachusetts 02169

Dear ~~Dr. Jones~~ Dave:

Enclosed is the Auditor's certification regarding the availability of funds for the Chapter 613 reimbursement applications for school boiler replacement projects in the City of Boston.

With this transmittal you have received all of the additional information that your staff requested to complete the application review process. I have sent Sam Pike a complete set of this material under separate cover.

If you or your staff need additional information, do not hesitate to contact me.

Sincerely,

Michael J. Smith

Michael J. Smith, Director
Capital Planning
Public Facilities Department

MJS/td

Attachment

Boston

24 October 1984

I certify that the amount of unencumbered funds in account 669-80-710 is $3,701,373.36.

I have earmarked $1,757,678 for the projects named below.

Wheatley School:	$ 496,655
Dearborn School:	496,655
Tech High School:	460,241
Hyde Park High School:	304,127
TOTAL	$1,757,678

Signed

Leon Stamps,
Auditor
City of Boston

Raymond L. Flynn, Mayor/AUDITING DEPARTMENT /Boston City Hall/City Hall Plaza 02201

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CITY OF BOSTON • MASSACHUSETTS

OFFICE OF THE MAYOR
RAYMOND L. FLYNN

October 25, 1984

Mr. James R. Grande
Chairperson of the Board of Education
Massachusetts Department of Education
1385 Hancock Street
Quincy, MA 02169

Dear Mr. Grande:

I was pleased to hear that the Board of Education had filed comments in support of termination of the court's jurisdiction over the four areas as proposed by Judge Garrity. I believe that the City of Boston has reached a stage where it is appropriate that the City resume full responsibility for all of its departments.

My interest in education has remained unabated since my election as Mayor, and my goals unchanged. I believe that quality education in our City is essential to its growth and development. Investment in Boston, hence jobs, depends greatly upon the quality of the workforce that the City can provide. In turn, educated and productive citizens are the mainstay of stable and secure neighborhoods.

A stable school system with predictable assignments for teachers and students is just the beginning of a process of insuring quality education. For this reason, I became personally involved in facilitating the agreement between the Boston Teachers Union and the School Department and personally lobbied the City Council to support the agreement. Personal negotiations with the School Department resulted in a consensus budget for this year that permitted stability of programs and staff, and restoration of some programs lost due to budget cuts. Despite the fiscal constraints faced by the City, the School Department was permitted the largest increase in expenditure level of all City departments. In fact, the budgets for nearly all departments were reduced.

My administration has already committed $58 million to repairs and renovations of school facilities. In my recent visit to Dorchester High School, it was very satisfying to see the work done on this school and the difference it has made in the atmosphere in the building. Our students deserve schools that are physically appealing and conducive to learning.

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BOSTON CITY HALL • ONE CITY HALL PLAZA • BOSTON • MASSACHUSETTS 02201 • 617/725-4000

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In general, I believe that we have established a true spirit of cooperation between the School Department and the City that has not existed for some time. In part, this has been accomplished through the School Committee's gracious offer to me to serve as ex-officio member of that body. Equally as important, however, has been my stated desire to return education in Boston to its rightful priority.

The chief executive of Boston, I believe, has the obligation to exercise political leadership in all areas affecting the quality of life in this City. I recognize that the restoration of programmatic control to the City carries with it the restoration of accountability as well. This administration will not avoid its responsibility to provide quality desegregated education in the City of Boston nor to enforce relevant state and federal laws.

Be assured that I and my administration desire to work with the Board of Education in resolving Boston's educational problems.

Sincerely,

Raymond L. Flynn

Raymond L. Flynn
Mayor

cc: Members of the Board of Education

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The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

November 7, 1984

Michael J. Smith, Director
Capital Planning
Public Facilities' Department
26 Court Street
Boston, MA 02108

Dear Mr. Smith:

This is in response to your letter dated October 24, 1984, in which you write that the School Building Assistance Bureau has received all additional information to complete the application of the City of Boston for boiler replacements in schools.

The School Building Assistance Bureau has received only the Technical Audits. We await plans and specifications for the Wheatly, Dearborn, Boston Technical, and Hyde Park High Schools.

In your letter of October 22, 1984, you indicate that these plans and specifications will be completed at the end of January 1985. When the School Building Assistance Bureau receives these plans and specifications, your applications will be considered for action by the Board of Education, provided that approval is consistent with the approved facilities plan which is still in development.

If you have any questions regarding this letter, do not hesitate to contact Edward Nicolas or Louis Cogliano of the School Building Assistance Bureau.

Sincerely,

John A. Calabro

John A. Calabro, Ph.D.
Administrator
School Building Assistance Bureau
(617) 770-7238

JAC:hh

cc: David A. Jones
F. Edward Nicolas

The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

November 19, 1984

Mr. Robert L. Murray
and
Mr. Michael J. Smith
City of Boston
26 Court Street
Boston, MA 02108

Dear Mr. Murray and Mr. Smith:

This will summarize some of the main points of our joint planning meeting held at Public Facilities Department in Boston on Friday, November 16, 1984, during which both of you, John Coakley, Robert Consalvo, Anthony Artuso, Peter Scarpignato, Ray Regan, Henry Scagnoli, Associate Commissioner David A. Jones, and I discussed the Boston Unified Facilities Plan and related matters. Major points are as follows:

1. The Facilities Plan should cover a ten-year period.
2. The plan should show proposed capital expenditures.
3. Beyond five years, the proposed plan may be less concrete.
4. The plan should contain a mechanism for changes not inconsistent with the Court order which forbids filing of an incremental plan.
5. You indicated that the "assignable capacities" contained in some documents filed by Boston are familiar to the Court and are smaller than the "Court assigned capacities" of 1975.
6. You indicated that the decline in Boston School enrollment has ceased. Part of this change is attributable to the re-establishment of the K-1 program, authorized by Boston in July 1984. Nevertheless, you indicated a significant number of K-2 pupils transfer to non-public schools.
7. Boston will solidify its first five-year plan. Michael Smith plans to convene a meeting during the week of November 19, 1984, to determine substitutions in the five-year plan on which the Boston Public Schools and the Boston Public Facilities Department must agree.

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8. Michael Smith and Peter Scarpignato will develop a calendar by Wednesday, November 21, 1984, showing a schedule for development of UFP-related material pertaining to the Court-ordered filing date of December 15, 1984.

9. Henry Scagnoli agreed to develop a comprehensive facilities plan for all buildings, including the seventy-three previously identified to remain open for the foreseeable future. This plan would also identify the scope of capital projects with estimated costs for the next ten-year period and be presented at our sheduled meeting on November 30, 1984, at 1:30 p.m. in Boston. The plan should also forecast school closings where possible.

10. The Boston Public Schools maintenance budget should be doubled.

11. The City of Boston is interested in developing a bonding system for projects, the effect of which would permit the City to pay only ten percent and the state ninety percent of construction costs.

12. The first annual payment for the Latin School proposal(s) is not presently in the FY 1986 grant budget request of the Department of Education. The Secretary of Administration and Finance has assured the Commissioner of Education that a supplementary appropriation would be forthcoming if Boston Latin became eligible for payment in FY 1986. It should be noted that this action in no way reflects upon the merits of the Latin School proposal(s) but only on the uncertainty of when funds for such proposal(s) might be payable to the City.

13. You gave us a copy of a letter dated September 24, 1984, from Mayor Flynn to Governor Dukakis, in which Mayor Flynn asks the Governor to support a renovation project for George Robert White Schoolboy Stadium to be funded by the Board of Education under Chapter 645 of the Acts of 1948, as amended. This is the same letter you initially advised us of on November 9, 1984, when you notified us that an application for such project was being developed. Mr. Consalvo indicated that the content of the Mayor's letter adequately and fully reflected the concerns of the City on this matter. We restated our position, originally made in June 1984 and frequently thereafter, that approval of this project is not consistent with existing statutes. This matter will be dealt with in a separate letter.

Massrs. Murray and Smith
Page Two
November 19, 1984

If this letter contains any errors or omissions, please let me know by letter or memorandum.

Sincerely,

John A. Calabro

John A. Calabro, Ph.D.
Administrator
School Building Assistance Bureau
(617) 770-7238

JAC:hh

cc: Frank F. Banks
Robert H. Blumenthal
Charles L. Glenn
David A. Jones
F. Edward Nicolas
Samuel P. Pike
Peter W. Scarpignato
Michael J. Smith
Robert R. Spillane

School Building Assistance Bureau
Division of School Facilities and Related Services
The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

November 19, 1984

Mr. Robert L. Murray
Boston Public School
26 Court Street
Boston, MA 02108

Dear Mr. Murray:

This is in response to your letter to me dated September 28, 1984, in which you respond to issues concerning the Boston Latin Schools proposal raised in my letter to you and Peter Scarpignato dated September 12, 1984.

My responses are as follows:

1. As I understand it, the grade range is yet to be decided, that is, whether the schools will include grades 6-12 or 7-12.

2. We will accept for consideration by the Board of Education, a proposal for a combined enrollment of 3,700 students in two separate and identifiable schools.

   Your letter indicates that the site(s) of the complex has not been determined. Your argument for two schools on the site of the present Latin School on Avenue Louis Pasteur may be approvable if there will be sufficient site to accommodate the needs of both schools. (The proximity of both schools in past years was not a problem since the former Girls' Latin School was housed in a building on Huntington Avenue, later acquired by the Commonwealth for the use of Boston State College.)

   It is my sense that acquisition of the old Massachusetts College of Art building on Brookline Avenue as a site for the Latin Academy is improbable.

   Has this site situation been resolved?

I am asking Sam Pike and Ed Nicolas to proceed with review, analysis, and discussion of the proposed educational specifications. Please be advised, however, that staff review and approval in no way indicate future approval of this proposal by the Board of Education. As we are all aware, approval of all project proposals by the Board must take place within the framework of a yet-to-be completed and approved Unified Facilities Plan (UFP). The desegregation/racial imbalance implications of this proposal within the framework of the plan must also be quite clear.

Sincerely,

John A. Calabro

John A. Calabro, Ph.D.
Administrator
School Building Assistance Bureau
(617) 770-7238

JAC:hh

cc: Frank F. Banks
Robert H. Blumenthal
Charles L. Glenn
David A. Jones
F. Edward Nicolas
Samuel P. Pike
Peter W. Scarpignato
Michael J. Smith
Robert R. Spillane

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131

Division of School Facilities and Related Services
The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

November 20, 1984

Mr. Robert L. Murray
and
Mr. Michael J. Smith
City of Boston
26 Court Street
Boston, MA 02108

Dear Mr. Murray and Mr. Smith:

This letter is in formal response to your notification to me on November 9, 1984, that the City of Boston was in the process of developing an application for state assistance under Chapter 645 of the Acts of 1948, as amended, for a project to rehabilitate the George Robert White athletic complex.

Since May of 1984 when the issue of a George Robert White proposal was first advanced, the consistent position of the Department of Education has been that such project is not eligible for state financial assistance under the provisions of Chapter 645 of the Acts of 1948, as amended, the School Building Assistance Act, at any rate of assistance. I must restate this position at this time.

In approving school projects under Chapter 645, the Board has consistently required that applicants provide adequate spaces to support modern physical education programs.

The basic criteria for such spaces has been that they be needed for use in the physical education program, that they be supported by the approved educational specifications for the school, that they be so located that they can be scheduled as an integral part of the school, and that they be located on site.

All Boston Public Schools construction projects approved by the Board of Education at least since 1970 have had more than adequate physical education spaces contained within them. Not all school projects contain outside physical education teaching stations, nor are they required to.

In practice, the School Building Assistance Bureau has distinguished between physical education and athletics. It has been the consistent practice of the Department of Education not to approve the construction or rehabilitation of separate athletic stadiums as approved school projects under Chapter 645. This position was taken, for example, with respect to stadia proposals for the Manning Bowl in Lynn and the MacDonald Stadium in Malden.

When Chapter 645 was extensively revised in 1976, legislators working on the task under the leadership of then Representative Richard Kendall expressed concern that in the future, school building assistance funds should not be expended for large athletic facilities such as hockey rinks which were not directly related to needed basic physical education stations.

If the White Stadium project is seen by Boston as one necessary to the well-being of the City, a clear legal mandate with appropriate financial support should be sought from the legislature. It remains my position that the intent of Chapter 645 is not to fund stadium projects, however desirable they may otherwise be, but to provide needed technical and financial aid for safe and adequate school buildings.

Sincerely,

John A. Calabro

John A. Calabro, Ph.D.
Administrator
School Building Assistance Bureau
(617) 770-7238

JAC:hh

cc: Frank F. Banks
Robert H. Blumenthal
Charles L. Glenn
David A. Jones
F. Edward Nicolas
Samuel P. Pike
Peter W. Scarpignato
Michael J. Smith
Robert R. Spillane

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Division of School Facilities and Related Services

The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

November 21, 1984

Mr. Robert L. Murray
Boston Public Schools
26 Court Street
Boston, MA 02108

Dear Mr. Murray:

I appreciate the issues raised in your letter of October 12, 1984 and the enclosed copy of the October 11th Boston Public Schools progress report on Facilities Planning filed with the court. We have had several meetings since then and I'd like to take this opportunity to respond to your comments and concerns.

As you know, Boston Public Facilities Department submitted a milestone chart on October 22, 1984 for all projects included in the first year of the City's Unified Facilities Plan. None of these projects are scheduled to start construction prior to the Spring of 1985. At this time we have only received partial submittal on four (4) of the proposed projects. The court order of November 2, 1984 requires a Unified Facilities Plan (UFP) to be filed on or before December 15, 1984. If everything goes smoothly between now and then, the progress on these projects should not be impeded or delayed.

I indicated at our meeting last Friday that the estimated first annual payment for the Latin School Complex Project is not presently included in the Department of Education's FY1986 grant budget request. The Secretary of Administration and Finance has assured Commissioner Lawson that a supplementary appropriation would be forthcoming if Boston Latin becomes eligible for payment in FY1986. This appears to be consistent with the estimated schedule set forth in the Boston Public Schools progress report of October 11, 1984 and Boston should expect that the payments due to other cities and towns under state statutes will not be withheld.

We do share your concern that many Boston school facilities need immediate attention. On-site inspections during this past summer indicate a pattern of deferred maintenance with widespread vandalism and deterioration which is not conducive to a sound educational environment. I call your attention to Item F on page 6 of the October 11th progress report indicating the annual maintenance and repair budget is substantially underfunded. The Boston Public Schools must seek relief from this budgetary inequity.

The Board and the Department of Education look forward to working very closely in the months ahead with the City of Boston and the Boston Public Schools to ensure we reach our common goal of making Boston school facilities safe, environmentally sound, and at least equal in quality to those throughout the state.

Sincerely,

David A. Jones
Associate Commissioner

DAJ/lb

cc: Commissioner John H. Lawson
Superintendent Robert Spillane
John Hart, Public Facilities
John A. Calabro, SBAB

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City of Boston
Public Facilities Department

26 Court St./6th Floor
Boston, Massachusetts 02108

James F. Hart
Director

Peter Scarpignato
Planning/Development

November 21, 1984

Dr.David Jones
Associate Commissioner of Education
Division of School Facilities and
Related Services
Massachusetts Dept. of Education
1385 Hancock Street
Quincy, Massachusetts 02169

Dear Dr. Jones:

Attached, per our discussion of November 20,1984, is the School Department's schedule regarding preparation of the Long Range and United Facilities Plans.

Under the schedule, the next meeting of the working group would be on December 5,1984. At that time, we can present detailed information and preliminary decisions regarding the scope of the facility plan. Please contact me to arrange a time and location for that meeting.

If you have any questions regarding the schedule, do not hesitate to contact me.

Sincerely,

michael J Smith

Michael J. Smith, Director
Capital Planning

MJS/td

cc: Bob Consalvo
Bob Murray
Mary Nee

SCHEDULE: LONG RANGE & UNITED FACILITIES PLAN

Dates	Long Range Plan	United Facilities Plan
Nov. 1-28	Discussion & Negotiations among: . School Department Personnel . Plaintiffs . Parent Groups . El Comite . City Representatives (11/20) . Dept. of Education Representatives(11/20)	Discussion & Negotiations re: components of the plan: . capacities, . enrollment projections, . funding considerations . phase I plan and first year projects, and . secondary facilities plan. Participants . School Department Personnel . Dept. of Education . City Departments Meeting dates: Nov.9,16 & 20.
Nov. 29-Dec.7	Preparation of Negotiated Plan by Boston Public Schools	Presentation of Facility Needs and Identification of eligible projects for reimbursement. Review and comments by PFD and the Office of Capital Planning. Discussion with School Department personnel on Dec.3 and 4. Discussion with SBAB proposed for Dec.5.
Dec. 7-14	Deliberations by Negotiating parties and decision-making bodies.	Completion of UFP (by Dec.12) based on Long Range Plan, utilization by District, by level and by program. Final deliberations by City parties and decision making bodies. Proposed meeting date with SBAB, Dec.12.

Dates	Long Range Plan	United Facilities Plan
Dec.14	Long Range plan submitted to Federal District Court with comments of parties.	United Facilities Plan submitted to Federal District Court with comments of parties.

Division of School Facilities and Related Services

The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

November 23, 1984

Mr. Michael J. Smith
City of Boston
Public Facilities Department
26 Court Street
Boston, MA 02108

Dear Mr. Smith:

Pursuant to our discussion this morning and as a follow up to our meetings of November 9th and 16th, I am in receipt of your November 21st correspondence and the attached Long-Range and Unified Facilities Planning Schedule.

We were tentatively scheduled to meet on Friday, November 30th in your office to review a 10-year proposed facilities plan that would clearly identify capital improvement projects incorporating all of the schools that will remain open for the foreseeable future. At our meeting on November 16th, it was agreed by Messrs. Regan and Scagnoli that this 10-year facilities plan would be ready for review in two weeks. Your suggestion that we move this date off to December 5th is unacceptable. As time is of the essence, we must continue to meet as previously scheduled and review whatever information, schedules, plans, or projections that are available.

As you know, a Unified Facilities Plan requires a tripartite agreement and unless we are afforded sufficient time to review your proposals, we will not be able to join in any facility recommendations scheduled to be presented to the Court on December 15th.

It is again essential to recognize that a complete facilities plan covering a projected 10-year timeframe must include priorities, timetables, funding commitments, and identify facilities to be closed, all of which are necessary for the resolution of this aspect of the Desegregation Case.

I look forward to hearing from you in anticipation of maintaining the previously agreed upon meeting schedule.

Sincerely,

David A. Jones

David A. Jones
Associate Commissioner

DAJ/lb

cc: Commissioner John H. Lawson,
Superintendent Robert Spillane
James Hart, Director, Public Facilities
John Calabro, Director, SBAB

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STAFF

I. **ORDERS** The desegregation of faculty and administrative staff shall be implemented according to the standards contained in the orders of July 31, 1974; January 28, 1975; the amended Order of August 30, 1975; the Order of February 24, 1976; the Special Order of July 7, 1977; the Further Order of July 5, 1978; the Modification of January 27, 1981; the Conditional Order of June 2, 1981; and the Bench Order of July 9, 1981.

SUMMARY

These orders: (1) require the Boston schools to achieve and maintain at least 20% black teaching staff, and spell out some of the procedures to be used to attain this level; (2) require the Boston schools to achieve and maintain at least 20% black administrative staff in two categories (building level; district and central offices) and spell out some procedures, including a promotional rating system, to be used to attain this level; (3) require the Boston schools to adopt an affirmative action plan and actively to recruit black administrators and teachers until the level has reached 25%; (4) require the Boston schools to use their best efforts to increase the number of other minority teachers and administrators; and (5) require the Boston Schools to file semi-annual personnel reports by position category and race. Certain modifications to these orders deal with maintaining the required levels of minority staffing during periods of staff reduction.

FINDINGS Partial Compliance

Despite a small increase in the number of black teachers in the system, the percentage of black teachers has dropped to 20.24 from 20.85. This is the lowest percentage since 1981-82, and is dangerously close to the 20% minimum required by the court. (See table)

Both the number and percentage of other minority teachers in the system have increased during this monitoring period, the percentage has risen from 8.42 to 8.53. (See table)

The percentage of Black administrators in Category I (principals) has increased from 22.76 to 23.58; the percentage of black administrators in Category II (district and central office staff) has decreased from 24.44 to 23.80. (See table)

The percentage of other minority administrators in Category I increased from 3.25 to 4.88; the percentage of other minority administrators in Category II increased from 5.72 to 7.02 (See table)

The increase in percentages of Black and other minority administrators has been achieved largely through the use of acting appointments. The court-ordered promotional rating system for permanent appointments has essentially not been used. Two promotional ratings have been completed during this monitoring period, and although nineteen permanent positions were posted this fall, no screening committee meetings have been scheduled. (See memo from Victor McInnis to Jim Walsh, October 4, 1984)

Under the current orders, there are 707 administrative positions subject to promotional rating. Of these, 402 were filled on an acting basis as of August 31, 1984. (Out of the 402 acting appointments, approximately 150 could not be rated now since they are the subject of legal proceedings to determine their bargaining unit.) (See School Defendants Status Reports, October 11, 1984, and letter from Jim Walsh to Nan Stein, November 7, 1984.)

PERCENTAGE OF BLACK AND OTHER MINORITY TEACHERS AND ADMINISTRATORS

	#1 (6/83)	#2 (2/84)	#3 (7/84)	Current Finding
Teachers				
Black	20.46	20.30	20.85	20.24
Other	8.25	8.54	8.42	8.53
Category I Administration				
Black	21.14	21.14	22.76	23.58
Other	1.63	2.44	3.25	4.88
Category II Administration				
Black	21.76	not monitored	24.44	23.80
Other	4.01	not monitored	5.72	7.02

CONCLUSIONS/RECOMMENDATIONS

The decrease in the percentage of black teachers is cause for serious concern. Since Boston is not now laying off teachers, but is in fact hiring new teachers, the percentage should be increasing towards the 25% goal.

Recommendations: The Boston schools should (1) analyze the reasons for this decrease; (2) expand the current recruitment efforts and increase the funds available for advertisements, travel, etc.; (3) move more expeditiously to sign contracts with identified minority candidates; and (4) work more closely with the state Bureau of Teacher Certification to assure that minority candidates are certified or eligible.

The over-all increase in the percentage of black and other minority administrators is a significant and positive step even though not accomplished through the promotional rating process.

Since acting appointments continue to be the rule and have in fact increased since the last reporting period, parents and teachers remain in effect excluded from the process by which administrators in Boston -- including building principals -- are chosen. A new school committee policy (October 9, 1984) orders a promotional rating to be "put forward" no more than ten days after the committee has approved an acting appointment. This policy does not take into account the dormant condition of the promotional rating process.

Recommendations: If the recently modified promotional rating system is to work as envisioned by the court and as now ordered by the school committee, it will require a greater allocation of staff time and resources, and a greater system commitment, than is now evident. The Boston schools should make this commitment immediately.

BOSTON DESEGREGATION REPORT #4
STAFF
VOLUME II ATTACHMENTS

1. Tallulah Morgan, et al, Plaintiff v. Rita Walsh-Tomasini, et al, Defendant (Civil Action No. 72-711-6)
2. Administrative Positions as of August 31, 1984
3. Tallulah Morgan, et al, Plaintiff, v. Kevin McCloskey, et al, Defendants (Civil Action No. 72-911-6)
4. Certificate of Service, signed, Henry Dinger
5. Number and Percent of White, Black and Other Minority Teachers
6. Letter: James Walsh to Nan Stein
7. Memo: V. McInnis to James Walsh
8. Order concerning permanent vacancies (October 9, 1984)
9. Memo: Carlo Abrams to Ida White (re: Progress Report)

UNITED STATES DISTRICT COURT

DISTRICT OF MASSACHUSETTS

* * * * * * * * * * * * * * * * *

TALLULAH MORGAN, ET AL.,
Plaintiffs,

v.

RITA WALSH-TOMASINI, ET AL.,
Defendants.

* * * * * * * * * * * * * * * * *

CIVIL ACTION
NO. 72-911-G

SCHOOL DEFENDANTS' STATUS REPORTS

The School Defendants respectfully submit herewith the status reports required by the Court's September 17, 1984 orders as follows:

1(a). Desegregation of Administrative Staff

As of August 31, 1984, the School Department had achieved near total compliance with the desegregation goals of the February 24, 1976 orders concerning Category I and II administrative staff. As can be seen from Attachment A, 23.76% of the total administrative workforce was Black, just 1.24% short of the court-ordered 25% goal. For a variety of reasons, however, a substantial backlog of acting administrative appointments has evolved over the past several years. As of August 31, 1984, 402 out of 707 administrators were in an acting status.

On May 2, 1984, the School Department commenced the process prescribed in the December 23, 1982 Orders of Disengagement to

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appointments, using current screening and rating procedures, for approximately one hundred positions during the current school year. In addition, the School Committee on October 9, 1984, ordered that no new acting appointment to a permanent vacancy last for more than six months. Toward that end, the School Committee further directed that, within ten school days of approval, each such acting appointment must be posted for permanent appointment.

A timetable for the elimination of acting appointments can be developed after the Court's disposition of the pending Motion. It should be noted, as the parties are already aware, that of the approximate 400 acting positions, approximately 170 positions are being maintained in an acting status pending the adjudication by the State Labor Relations Commission of a bargaining unit placement dispute between and among the BTU, BASAS and the School Department. In fairness to potential applicants for such contested positions, permanent appointments ought to await resolution of that dispute. Hereafter, these contested positions will be reported as such, in order better to assess progress in eradicating the acting backlog where feasible.

1(b). Unified Facilities Plan

On April 26, 1984, the School Committee approved key elements of a long-range facilities plan. The City, State and School Committee have joined in the commitment to retain for

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(1.)(B) Examination Schools. The School Department's Plan for the retention of minority students at the Boston Latin School and the Boston Latin Academy is attached as Attachment E.

(2.) [The issue of acting administrators has been addressed above.]

(3.) Racial/Ethnic Guidelines. Senior Officer John R. Coakley's report on the Department's special desegregation measures and recruitment efforts is attached as Attachment F.

(4.) Unified Plan for Vocational and Occupational Education.

Both the School Department and the State Department of Education agree that the Unified Plan for Vocational and Occupational Education should be subject to extensive review. A summary of the School Department's compliance with that Plan is contained in a report from Director James A. Caradonio included herewith as Attachment G. The School Defendants intend to propose a substantial modification to the outstanding orders in this area. It will be the contention of the School Defendants that issues such as curriculum development, specific management titles and structures, program content, size and location, and the like, ought to be the subject of an Annual Program Plan to be reviewed and approved by the State Department of Education, and not specifically prescribed by court order. Instead, the

ATTACHMENT A

ADMINISTRATIVE POSITIONS AS OF AUGUST 31, 1984

CATEGORY I

	BLACK	WHITE	HISPANIC	ASIAN AMER.	AMER. INDIAN	TOTAL
Acting	8	6	3	1	0	18 (14.63%)
Permanent	21	82	1	1	0	105 (85.37%)
	29 (23.58%)	88 (71.54%)	4 (3.25%)	2 (1.63%)	0 (0%)	123 (100%)

OTHER MINORITIES
6 (4.88%) Total

CATEGORY II

	BLACK	WHITE	HISPANIC	ASIAN AMER.	AMER. INDIAN	TOTAL
Acting	101	250	20	12	1	384 (65.75%)
Permanent	38	154	7	1	0	200 (34.25%)
	139 (23.80%)	404 (69.18%)	27 (4.62%)	13 (2.23%)	1 (.17%)	584 (100%)

OTHER MINORITIES
41 (7.02%) Total

TOTAL ADMINISTRATORS

	BLACK	WHITE	HISPANIC	ASIAN AMER.	AMER. INDIAN	TOTAL
-Cat.I	29	88	4	2	0	123 (17.40%)
-Cat.II	139	40[illegible]	27	13	1	584 (82.60%)
	168 (23.76%)	492 (69.59%)	31 (4.39%)	15 (2.12%)	1 (.14%)	707 (100%)

OTHER MINORITIES
47 (6.65%) Total

UNITED STATES DISTRICT COURT
DISTRICT OF MASSACHUSETTS

* * * * * * * * * * * * * * * * *

TALLULAH MORGAN, ET AL., *
Plaintiffs, *
v. * CIVIL ACTION NO. 72-911-G
KEVIN McCLUSKEY, ET AL., *
Defendants *

* * * * * * * * * * * * * * * * *

REPORT OF THE NUMBER OF WHITE, BLACK AND OTHER MINORITY PERMANENT AND ACTING TEACHERS

REPORT ON FACULTY RECRUITING AND HIRING

The School Defendants file herewith the report of the number of white, black and other minority permanent and acting and teachers and the Report on Faculty Recruiting and Hiring.

Respectfully submitted,

Henry Dinger/

Henry Dinger, Esquire
Goodwin, Procter & Hoar
28 State Street
Boston, Massachusetts 02109
Tel. (617) 523-5700

Dated: October 15, 1984

CERTIFICATE OF SERVICE

I, Henry Dinger, hereby certify that I have this day served the attached documents upon the parties by causing to be delivered in hand or by causing to be mailed, postage prepaid, a copy thereof to counsel of record:

See attached list

10/15/84
Dated

Henry Dinger
Henry Dinger, Esquire
Goodwin, Procter and Hoar
28 State Street
Boston, Massachusetts
Tel. (617) 726-6320

1. NUMBER AND PERCENT OF WHITE, BLACK AND OTHER MINORITY TEACHERS IN REGULAR, VOCATIONAL, SPECIAL AND BILINGUAL EDUCATION

YEAR	REGULAR EDUCATION **				VOCATIONAL EDUCATION				SPECIAL EDUCATION **				BILINGUAL EDUCATION				TOTAL TEACHERS			
	Total Teachers	White Teachers	Black Teachers	Other Teachers	Total Teachers	White Teachers	Black Teachers	Other Teachers	Total Teachers	White Teachers	Black Teachers	Other Teachers	Total Teachers	White Teachers	Black Teachers	Other Teachers	Total Teachers	White Teachers	Black Teachers	Other Teachers
1981 - 1982	2885	2282	566	34	160	113	33	14	927	643	219	65	364	132	36	196	4336	3170	854	312
Percentages	100	79.10	19.62	1.28	100	70.62	20.63	8.75	100	69.36	23.63	7.01	100	36.26	9.89	53.85	100	73.11	19.70	7.19
1982 - 1983	2636	2621	568	47	146	99	32	15	908	680	177	51	406	120	61	225	4096	2920	838	338
Percentages	100	76.67	21.55	1.78	100	67.81	21.92	10.27	100	74.89	19.49	5.62	100	29.56	15.02	55.42	100	71.29	20.46	8.25
1983 - 1984	2726	2083	590	53	144	95	36	13	879	645	176	58	423	128	68	227	4172	2951	870	351
Percentages	100	76.41	21.64	1.95	100	65.97	25.00	9.03	100	73.38	20.02	6.60	100	30.26	16.08	53.66	100	70.73	20.85	8.42
1984 - 1985	2851	2196	597	58	133	91	34	8	930	695	177	58	435	116	72	247	4349	3098	880	371
Percentages	100	77.03	20.94	2.03	100	68.42	25.56	6.02	100	74.73	19.03	6.24	100	26.67	16.55	56.78	100	71.23	20.24	8.53

** INCLUDES THOSE WHO WERE LISTED UNDER "SPECIAL SCHOOLS" AND "ITINERANT TEACHERS"

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THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE DEPUTY SUPERINTENDENT
FINANCE AND ADMINISTRATION
JAMES F. WALSH

November 7, 1984

Ms. Nan Stein
Civil Rights Specialist
GBRAC
27 Cedar Street
Wellesley, MA 02181

Dear Miss Stein:

Attached per our previous discussion, please find a master schedule for Promotional Ratings to be conducted by the Recruitment and Evaluation Unit in 1984-1985 and 1985-1986. (In response to your inquiry about promotional ratings from April 15, 1984 to September 1, 1984, please be advised that only two positions, the Headmaster of Boston Latin Academy and the Media Specialist of the Audio Visual Department were fully screened and rated).

Please be advised that the School Committee recently passed an order which mandates any acting position approved by the School Committee be posted for promotional rating within ten (10) days. Therefore, there will be adjustments within this master schedule.

You will note on page 2 of Victor McInnis' memorandum that the rating of Department Heads, Development Officers, and Registrars is contingent upon legal proceedings identifying their bargaining unit. If such information is not available the positions would be bypassed temporarily. Thus, we would begin with some of the positions under Section G on page 3 - positions initially scheduled for 1985-1986.

If you have any questions in this regard, please feel free to call.

Sincerely,

James F. Walsh
Deputy Superintendent
Finance and Administration

em
attachment

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THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
RECRUITMENT AND EVALUATION UNIT
VICTORIA A. McINNIS, Ed.D
[illegible]

[illegible] CAREY
[illegible]

CHARLOTTE HARRIS
[illegible]

October 4, 1984

MEMORANDUM

TO: Dr. James Walsh, Deputy Superintendent
Finance and Administration

FROM: V. McInnis

SUBJECT: Master Schedule for Promotional Ratings to be conducted by the Recruitment and Evaluation Unit

I Current Status and Recommended Order for Conducting Ratings

A. The following nineteen (19) promotional ratings are currently posted via Personnel Circulars (applications for these ratings are arriving at the Recruitment and Evaluation Unit):

Senior Program Director - Computer Technology Development
Manager - Department of Student Support Services
Senior Level Advisor - Early Childhood/Elementary SPED Programs
Senior Level Advisor - High School SPED Programs
Senior Level Advisor - Interdistrict Collaborative Programs
Coordinator, Impact II Teacher Networking Program
Teacher Specialist - Elementary Physical Education
Health Education Coordinator
Assistant Business Manager - Expenditures
Alternative School Coordinator - Madison Park High School
Project Director - Alternative Programs
Materials Support Specialist/Teacher
Clinical Coordinator - Cluster Program
Senior Coordinator - Cluster Program

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Program Director - Social Studies
Coordinator - External Grants
Senior Coordinator - External Grants
Occupational Development Specialist
Coordinator - Bilingual/Multicultural Education Resources

B. Obviously, additional staff members are required to bring these ratings to conclusion. Up to now, none of the internal work required has been performed on these nineteen(19) ratings since an additional forty-four (44) Personnel Circulars for other non-rated positions have been developed since September 1, 1984 -- total 63 (19 + 44) circulars with myself and one secretary (full time) and one secretary (part time).

C. After these nineteen ratings are consummated it is recommended that the ratings for Principalship in approximately thirteen (13) middle and elementary schools and Headmaster in five (5) high schools be conducted.

D. Then ratings for fifteen (15) Assistant Principalships would be conducted.

E. Other school-based ratings would then follow:

(1) 28 Assistant Headmasters
(2) 13 Guidance Counselors
(3) 99 Department Heads
(4) 14 Developmental Officers (2 in special schools)
(5) 15 Registrars
(6) 20 Directors of Instruction

NOTE: Positions next to (3), (4), and (5) above will be rated in this order contingent upon identification of their bargaining unit status. If such information is not available at the scheduled time of rating, these positions will be bypassed temporarily until bargaining unit status is determined.

(7) 1 Clinical Coordinator - Burke High School
(8) 3 Administrative Assistants - East Boston High
Madison Park High
Latin Academy
(9) 1 Coordinator/Director - South Boston High
(10) 1 Security Coordinator - South Boston High
(11) 2 Coordinators - Copley Square High
Madison Park High
(12) 1 Student Affairs Coordinator - English High
(13) 1 Assistant Director - Madison Park High
(14) 1 Business Agent - HHHORC
(15) 1 Cluster Administrator - HHHORC
(16) 2 Program Directors - HHHORC

(17) 1 Specialist - HHHORC
(18) 2 Job Supervisors - Boston High School
(19) 1 Project Director - King Middle School
(20) 1 Assistant/Elementary - Agassiz School
(21) 1 Teacher-in-Charge - Carter School
(22) 1 Senior Program Director - McKinley School
(23) 7 Assistant Program Directors - McKinley School
(24) 1 Project Director - Boston Prep
(25) 1 Program Advisor - Tileston School

F. The following District Office positions would be rated (may vary as a result of possible consolidation of districts).

(1) 3 Community Superintendents - Districts 1, 3, 4
(2) 6 Administrative Assistants - Districts 1, 2, 3, 5, 6, 9
(3) 1 Coordinator - District 4

G. Central Administrative positions would be rated in the following order during the 1985-1986 school year:

Office of Deputy Superintendent/Curriculum and Instruction

1 Program Director - Title VII
1 Specialist - Title VII
1 Senior Advisor - High Schools

Department of Chapter I Programs

5 Assistant Directors

Institute for Professional Development

1 Manager
1 Senior Coordinator
1 Coordinator

Office of Instructional Services

1 Senior Curriculum Advisor
4 Program Directors
1 Senior Advisor
1 Coordinator

Bilingual Department

4 Bilingual Coordinators
1 Administrative Assistant
1 Junior Specialist
1 Lau Coordinator
2 Lau Specialists

Testing and Evaluation Unit

1	Manager
1	Junior Analyst
1	Systems Specialist
1	Evaluation Specialist

Adult Education and Recreational Activities

1	Director
1	Coordinating Supervisor
1	Junior Coordinator

Office of Senior Officer-Student Support Services

1	Staff Assistant
2	Special Education Monitors
1	Project Director
4	Program Advisors
1	Referral and Assessment Coordinator

Middle School Student Support Services

1	Program Advisor

Early Childhood/Elementary Student Support Program

2	Program Advisors

Secondary School Student Support Services

1	Program Advisor

Compliance/Placement Student Support Services

1	Assistant Manager
5	Program Advisors
1	Senior Coordinator

Contracted Education Student Support Services

2	Program Advisors
1	Junior Specialist

Education and Employment Services

1	Transitional Associate
2	Transitional Assistants
1	Coordinator

Office of Deputy Superintendent/School Operations

1	Senior Program Director
1	Director of Attendance Services
1	Coordinator
1	Staff Assistant

Facilities Management

2	Assistant Managers - Dield Operations
1	Chief Structural Engineer
1	Assistant Manager
1	Senior Engineer
1	Specialist
1	Project Director
1	Program Director

School Safety Services

1	Safety Chief
1	Administrative Assistant
1	Coordinator of Investigation and Discipline
1	Senior Safety Coordinator

Office of Superintendent

1	Senior Program Coordinator
1	Coordinator

Office of Senior Officer - Implementation

External Liaison Unit

1	Director
1	Junior Specialist
1	Monitoring Information Specialist
2	Information Officers

Student Services Unit

1	Director
1	Operations Assignment Coordinator
4	Assignment/Transfer Specialists

Transportation Unit

1 Director
1 Assistant Director
6 Transportation Officers

Records Management Unit

1 Director
1 Systems Analyst
1 Programmer/Analyst
1 Data Control Specialist

Office of Deputy Superintendent/Finance and Administration

1 Senior Program Director
2 Junior Specialists

Office of the Business Manager

2 Assistant Business Managers
3 Coordinators

Department of Information Systems Development

1 Manager
1 Assistant Manager
2 Project Leaders
2 Unit Leaders
1 Senior Coordinator
1 Junior Analyst
1 Program Director
1 Analyst

Department of Personnel and Labor Relations

3 Junior Specialists
4 Unit Leaders
1 Senior Specialist
1 Specialist
1 Junior Analyst
2 Senior Coordinators

Office of Budget Management

1 Budget Chief
2 Program Analysts
1 Senior External Funds Coordinator
1 External Funds Coordinator
2 Senior Coordinators
1 Coordinator
1 Junior Specialist

* * * * * * * *

II TENTATIVE SCHEDULE 1984-1985

October - November - December 1984

Senior Program Director - Computer Technology Development
Manager - Department of Student Support Services
Senior Level Advisor - Early Childhood/Elementary SPED Programs
Senior Level Advisor - High School SPED Programs
Senior Level Advisor - Interdistrict Collaborative Programs.
Coordinator, Impact II Teacher Networking Program
Teacher Specialist - Elementary Physical Education
Health Education Coordinator
Assistant Business Manager - Expenditures
Alternative School Coordinator - Madison Park High School
Project Director - Alternative Programs
Materials Support Specialist/Teacher
Clinical Coordinator - Cluster Program
Senior Coordinator - Cluster Program
Program Director - Social Studies
Coordinator - External Grants
Senior Coordinator - External Grants
Occupational Development Specialist
Coordinator - Bilingual/Multicultural Education Resources
5 Headmasters
13 Principals

December - January - February 1984-85

13 Assistant Principals
20 Directors of Instruction
28 Assistant Headmasters
13 Guidance Counselors
1 Clinical Coordinator - Burke High School
3 Administrative Assistants--East Boston High
Madison Park High
Latin Academy
1 Coordinator/Director - South Boston High
1 Security Coordinator - South Boston High
2 Coordinators - Copley Square High
Madison Park High

February - March - April 1985

99	Department Heads
1	Student Affairs Coordinator - English High
1	Assistant Director - Madison Park High
1	Business Agent - HHHORC
1	Cluster Administrator - HHHORC
2	Program Directors - HHHORC
1	Specialist - HHHORC
4	Community Superintendents
7	Administrative Assistants
1	Coordinator

April - May - June 1985

14	Development Officers
15	Registrars
2	Job Supervisors - Boston High School
1	Project Director - King Middle School
1	Assistant/Elementary - Agassiz School
1	Teacher-in-Charge - Carter School
1	Senior Program Director - McKinley School
7	Assistant Program Directors - McKinley School
1	Project Director - Boston Prep
1	Program Advisor - Tileston School

III Requirements

A. In order to conduct promotional ratings according to the above schedule additional resources (personnel and space) will be required as follows:

1. Personnel:

   a. Fill current professional vacancy

   b. One additional person experienced in the conduct of promotional ratings should be assigned to this unit. Experienced persons and current assignments are as follows:

   Nancy Dickerson - Ass't. Principal, John Marshall
   John Grasso - Ass't Headmaster, Boston Latin School
   John Young - Ass't Principal, Holland School
   Joseph Carey - Retired

   c. Two additional professional staff who can be trained to perform the following necessary functions:

1. reviewing transcripts
2. preparing checklists
3. checking resumes
4. assisting screening committees
5. learning the prerequisite qualifications for each position
6. explaining prerequisite qualifications to interested parties
7. preparation of Personnel Circulars
8. determining eligible candidates
9. notifying appropriate candidates of their ineligibility and reasons therefor
10. handling letters of appeal from ineligible candidates
11. responding to inquiries (oral and written) regarding the rating process
12. counselling applicants
13. assisting the Recruitment Specialist with the advertizing process (i.e. qualifications, job descriptions and salaries of positions).
14. identifying collective bargaining unit or managerial placement including groups, classes, steps, etc.
15. preparing packets of application materials to each candidate
16. determining certifiability of out-of-state applicants
17. preparing letters of regret
18. cross referencing files of applicants for multiple positions
19. adhering to strict timelines for dissemination of all pertinent information to screening committee chairpersons
20. reference checking

d. Two additional clerks who have good typing and filing skills as well as human relations skills.

2. Adherence to this schedule will be an enormous operation especially because numerous ratings for different positions will be carried on simultaneously. Therefore, there is the basic need for additional space if only to maintain order, reduce confusion, keep applicants' credentials separate, etc. in addition to accomodating the additional staff.

It is requested that the two offices currently adjoining the Recruitment and Evaluation Unit be utilized by Recruitment and Evaluation for these ratings. Desks would be removed and replaced by tables to provide staff with the necessary additional working space.

IV Implementation of this 1984-85 rating schedule (275 positions) will be a massive, unprecedented undertaking which will assuredly require future refinement and ongoing adjustments. Again, to ensure successful implementation of this operation, staff and space needs as expressed above are basic and absolutely essential.

rt

In School Committee

October 9, 1984

ORDERED, That no acting appointments to permanent vacancies shall be made except for compelling reasons.

No permanent vacancy shall be filled on an acting basis for a period exceeding six months. Any such acting appointment approved by the School Committee shall be put forward for promotional rating not longer than 10 school days following School Committee approval.

The order was approved by general consent, the following-named members indicating their approval:

Ms. Browne, Mr. Burke, Mr. Casper, Mr. Grady, Mr. Marchione, Mr. McCluskey, Mrs. McGuire, Mr. Nucci, Mr. O'Bryant, Mr. O'Reilly, Mrs. Owens-Hicks, Mrs. Romero and Mrs. Walsh-Tomasini

Attest:

Edward J. Winter

Secretary

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF PERSONNEL AND LABOR RELATIONS
MANAGER
IDA WHITE

October 10, 1984

MEMORANDUM

TO: Ida White, Manager

FROM: Carlo Abrams, Recruitment Specialist CA

SUBJECT: Progress Report

I. Reviewed recruitment procedure, identified two (2) major areas since the previous progress report dated April 18, 1984 for additional improvement in the Recruitment function.

A. Development of Source indicator
A form that indicates the source of referral of the applicant (See attachment A)

B. Affirmative Action Referral Form
Designed to track the results of Minorities recommended by the recruiter for administrative positions. (This form will be used for the current year 1984-85 upon departmental approval). (See attachment B)

II. Analysis of Recruitment Data

A. Breakdown of teachers interviewed
A total of one hundred and seventy-two (172) candidates were interviewed between August 1, 1984 and October 10 for teaching positions within the Boston Public Schools.

Analysis of Recruitment Data (continued)

The breakdown is as follows:

B) AREA I

POSITION	BLACK	WHITE	ASIAN	HISPANIC	AMERICAN INDIAN	TOTAL
			RACE CATEGORY			
Vocational Education	1	14	1	0	0	16
Reading	3	7	0	0	0	10
Science	5	7	0	1	0	13
Math	4	6	0	1	0	11
Bilingual	17	2	16	11	0	46
Mono-SPED	8	21	0	0	0	29
Bil-SPED	2	0	2	23	0	27
Elem.Ed.	20	0	0	0	0	20
TOTAL	60	57	19	36	0	172

Total number of applicants interviewed = 172

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C. Loss of Potential Teachers in the Special Education Subject Area

From March, 1984 to August, 1984 the recruiter had on file a total of one hundred (100) applications of prospective Special Education teachers interested in employment within the Boston Public Schools. However, due to the inability to offer the candidates reasonable assurance of employment the entire one hundred (100) prospective candidates took jobs with other school systems.

It was reported that we had approximately eighty-six (86) vacancies in the Special Education area.

The breakdown of candidates lost is as follows:

SPECIAL EDUCATION

BILINGUAL SPANISH	BLACK	WHITE
6	13	81

Based upon the inability to offer employment assurance to the above candidates the recruiter interviewed and referred fifty-six (56) new candidates to the Special Education Department between August, 1984 and October, 1984.

D. Current Applicant Status

To date there are seventeen (17) resumes on file in the Special Education subject area.

Four (4) of whom are minorities and will be recommended for employment pending existing vacancies.

Fifteen (15) resumes are on file for candidates that are seeking employment as Bilingual Education teachers.

The breakdown is as follows:

(3) Spanish Teacher Total; 1 Elementary, 2 Social Studies

(7) ESL Teachers

- 4 Spanish
- 1 Haitian
- 1 Cambodian
- 1 Chinese

(1) Laotian Teacher

Seven (7) Science resumes are on file; five (5) of whom have been interviewed

Twelve (12) Reading resumes are on file; four (4) of whom have been interviewed

D. Current Applicant Status (continued)

(2) Aides
(1) Cape Verdean
(1) Chinese

Seven (7) Math resumes are on file; two (2) of whom have been interviewed The candidates above that have been interviewed pending existing vacancies

The above applicants will be interviewed in conjunction with the Bilingual Education Department.

Interview and Counseling

To date a total of one hundred and one (101) prospective candidates have been interviewed and advised of employment opportunities within the Boston Public Schools. These candidates were screened for administrative professional positions and Para-Professional positions and referred to the proper departments for interviews.

III. Recruitment Activities to Date

A. Advertising

To date recruitment efforts for identifying staff have been as follows:

-Advertising in fifteen (15) local newspapers (see attachment C of local newspapers used)

-Advertising in the Boston Globe

-Advertising with the Massachusetts Division of Employment Security

-The Bilingual Job-line

-The New Boston Herald

-PSA on Radio Stations (WBZ, WHDH, WMDO, WZIO(Hispanic Radio Station)

In addition, contact has been made with approximately sixty (60) colleges, and one hundred (100) professional community organizations.

B. Authorized Travel

To date, the recruiter attended nine (9) conventions for recruitment purposes.

B. Authorized Travel (continued)

The breakdown is as follows:

DATES	NAMES	LOCATIONS
March 14	Harvard University Job Fair	Harvard University
April 18, 19	State Wide Conference for Teachers	Emmanuel College
April 23, 24, 26, 27	Council for Exceptional Children (CEC)	Convention Center Washington, D. C.
April 25	Howard University Job Fair	Howard University Washington, D. C.
May 24	Minority Network Convention	Roxbury Community College Boston, MA
June 19	Spanish Public Affair Networking Meeting	1 Beacon Street Boston, MA
June 21	Association of Minorities & Administration Convention	Massachusetts Institute of Technology
June 28	Bilingual Programs Information Meeting	University of Massachusett Boston,MA
July 25	Job Fair for Substitute Teachers in conjunction with the Mass. Division of Employment	Harriet Tubman House Boston, MA

IV. Recruitment Activities for the Current Academic Year 1984 -1985

It is the recruiter's intention pending departmental approval to be involved in the following activities to increase the pool of qualified candidates for employment opportunities within the Boston Public Schools.

A. -Attend Campus career days in and out of the Greater Boston area

-Set-up career days in targeted areas in and out of the Boston area

-Interface and network with other school systems.

V. Advertising for Academic Year 1984 -1985

A. -Pending departmental approval the following publications will be used for positions that require aggressive minority recruitment or for positions that need specialized skills.

-Education Week
-Computer World
-Hispanic Times
-Black Enterprise
-Black Collegian
-Chronicle for Higher Education
-Affirmative Action Register

TRANSPORTATION

TRANSPORTATION

ORDER May 10, 1975, pages 80-83

SUMMARY

The May 10, 1975 Order includes general remarks about the provision of transportation. These remarks are more in the nature of an explanation of the need for transportation than of specific instructions to Boston.

Monitoring has concentrated on concerns about the adequacy, reliability, and safety of transportation services, as these concerns have emerged during implementation rather than as the Orders have addressed them.

FINDINGS

Partial Compliance

A series of recommendations were made in Report No. 3 (Volume I, pages 96-97). These recommendations addressed problems related to the safety and reliability of the transportation (excluding special needs) provided to desegregated schools. Monitoring had determined that the arrangements for identifying and following-up on complaints by parents were inadequate to determine the precise scope of safety and reliability problems, and the extent to which they were addressed.

Monitoring also found that improvements had been made in the contract for transportation services and that a systematic effort had been made, by the Department of Implementation, to be in daily contact with schools to determine whether transportation service was adequate.

An attempt was made in September to determine whether the recommendations made in Report No. 3 had been addressed. To date we have received no further information (see attachment).

Related issues for the use of safety personnel on selected bus runs are covered in the section on Safety and Security. (Report No. 3, Recommendation 6).

CONCLUSIONS/RECOMMENDATIONS

An ongoing effort has been made, by the Department of Implementation, to improve transportation services. This is commended.

Monitors have not been able to determine whether improvements have been made in the development and implementation of a system of contractor and driver accountability.

Recommendations 1-5 from Report No. 3 are repeated below:

1. Boston should develop and implement a complaint management precedure to:

    a. identify trouble spots, and

    b. identify and follow up inadequate responses from the contractor.

2. The Transportation Unit should revise its complaint log forms to require the contractor to:

    a. identify by name the driver involved in the alleged infraction;

    b. identify the bus run by name;

    c. indicate whether substantiated infractions involved a recent change in route assignment and/or tardiness/absenteeism;

    d. Develop a standardized list of complaints and responses on the log, for better accounting and accountability.

3. Boston should continue to press the bus contractor to make complaint investigation and management a full-time staff responsibility with significant authority.

4. Boston should undertake, in conjunction with parents, a study to determine what, if any, liabilities are associated with MBTA and school bus transportation and recommend solutions.

5. Boston should ensure that bus drivers receive training in the laws that define and prohibit child abuse and sexual harassment. It should revise its complaint procedures to ensure that educational administrators and other mandated reporters comply with Section 51a of Chapter 119 of the Massachusetts General Laws ("child abuse law").

BOSTON DESEGREGATION REPORT #4
TRANSPORTATION
VOLUME II ATTACHMENTS

1. Letter from Judith Taylor to Arthur Gilbert

Bureau of Equal Educational Opportunity
The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

File copy

September 26, 1984

Mr. Arthur Gilbert
Director, Transportation Unit
Boston Public Schools
26 Court Street
Boston, Massachusetts 02108

Dear Mr. Gilbert:

The Department of Education is commencing the fourth round of monitoring under the Orders of Disengagement of December 23, 1982.

As you are aware, the Department is monitoring compliance with the standards set forth in pages 80-83 of the Student Desegregation Plan, dated May 10, 1975.

Our last report (submitted on July 15, 1984) made several findings regarding transportation.

- The School Department still does not have a formal procedure for tracking complaints and identifying inadequate responses from the contractor.
- The School Department did not yet have a report from the contractor regarding its efforts to reduce changes of route assignments.
- Contractor-related problems such as driver absenteeism and tardiness appear to be increasing, but there is little the School Department can do without the contractor's coordination.
- The School Department has made a commitment to a bus safety program for those safety problems resulting from lack of student discipline, etc.
- There are several instances of alleged sexual abuse on schoolbuses.

The report made a number of recommendations regarding transportation.

1. The School Department should develop and implement a complaint management procedure to (a) identify trouble spots, and (b) identify and follow up inadequate responses from the contractor.

2. The Transportation Unit should revise its complaint log form to require the contractor to (a) identify by name the driver involved in the alleged infraction, (b) identify the bus run by name, (c) indicate whether substantiated infractions involved a recent change in route assignment and/or tardiness/absenteeism, and (d) develop a standardized list of complaints and responses.

3. Boston should continue to press the contractor to make complaint investigation and management a full-time staff responsibility with significant authority.

4. Boston should ensure that bus drivers receive training in the laws that define and prohibit child abuse and sexual harassment. It should revise its complaint procedures to ensure that educational administrators and other mandated reporters comply with Section 51a of Chapter 119 of the Massachusetts General Laws ("child abuse law").

5. Boston should implement a plan for student safety.

For this monitoring period we are requesting that you develop an "action plan" with activities, responsible staff and timelines for fulfilling the recommendations listed above. The action plan will be the basis of any further monitoring deemed necessary by the Court.

I will call you to schedule a visit to review the action plan.

Thank you for your cooperation.

Sincerely,

Judith Taylor

Judith Taylor

cc: Robert Spillane
John Coakley
Charles Glenn

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SAFETY AND SECURITY

SAFETY AND SECURITY

I. **ORDER** Safety and Security orders are contained in "Further Order Concerning Security", September 5, 1975. (Pages 1-5)

A. SUMMARY

City defendants (Mayor School Committee, Superintendent) must use law enforcement officers (State, City of Boston, M.D.C., U.S. Marshals) to prevent

1. crowds of three or more from gathering within 100 feet of any public school; no threatening or noisy conduct.
2. crowds of three or more on or adjacent to school bus pick-up or drop-off sites or M.B.T.A. stops, in a threatening manner. (Pages 1-2)

FINDINGS Compliance

The efficient service and comprehensive coverage provided by the Boston Public School Department of Safety Services through the Boston School Police has obviated the need for the Boston Police or others to intervene in Schools to maintain safety and security. While there have been two instances in May, 1984, in which small crowds have gathered within 100 feet of a school, the combined efforts of school administrators and Boston School Police have dispersed these groups quickly and without further incident. Other than these two incidents, there have been no other reported incidents in nearly two years of monitoring of hostile crowds gathering outside of schools to threaten the safety of students or staff. The two incidents in question involved (1) a small crowd gathering at the McKay School in East Boston over an incident which occurred involving a White student and a Black student, and (2) a group of White parochial school males using racial slurs and throwing rocks at students in the playground of the Rogers Middle School, after some name calling between Rogers' students and the parochial students.

School Bus Safety

Because of some reported problems both on school buses and at school bus pick-up sites, Boston has instituted a new program of bus safety which, among other things, provides for bus attendants to board the bus at the first pick-up stop for some elementary and middle school bus runs which have had a history of problems. The Boston School Police mobile units have also been deployed to monitor many pick-up sites where problems have occurred, and have the capacity to respond rapidly to other problems reported along school bus routes. All school bus drivers are instructed to stop their buses and call the safety service emergency line in the event of specific kinds of problems and disruptions. While there have been some problems at school bus stops involving trespassing on school buses, or neighborhood arguments boiling over into fights, there have been no reported incidents of hostile, racially motivated disruptive crowds gathering at bus stops during nearly two years of monitoring.

B. SUMMARY

City defendants shall exclude from school buildings all except assigned students, teachers, governmental employees conducting business, and persons authorized by U.S. District Court including CCC (CPC) and Home and School Association officers, unless a prior appointment has been authorized by the building administrator (or his/her designee). (Pages 2-3)

FINDINGS Partial Compliance

While most schools carefully monitor all people entering schools by posting attendants with sign-in books at main entrances, not all visitors are required to have previous appointments. In most cases non-parent visitors must follow a protocol for entering schools which requires that they get specific permission to enter a school from the Deputy Superintendent for school operations. However, some parents visit schools without a specific appointment and some schools encourage parents to "drop in" when they wish. However, these unscheduled visits are no longer associated with disruption of desegregation within schools; this has been virtually non-existent during the entire monitoring period.

Trespassing

In this regard the safety issue of primary concern is trespassing by non-students (or students attending other schools) at certain schools. Some schools such as Madison Park, English High and HHORC, have a continuing problem with trespassers, despite substantial School Police coverage. The major problem, especially at Madison Park is the number of doors to the outside (the open campus idea) which cannot be locked because of fire code regulations. Although the reported incidents of trespassing at all three schools are low, there is strong reason to believe that at Madison Park, at least, many trespassing incidents are not reported. According to one Boston School Police Officer trespassing at Madison Park is an "everyday occurrence," and, because of the number of outside doors, almost impossible to completely control. Most trespassers, when discovered, are simply escorted off the premises; others may be arrested if they refuse to leave, disrupt or have been caught before. However, the continuation of the trespassing problem at schools such as Madison Park, does little to mitigate the perception of these schools as unsafe, especially to students attending them who are aware of the constant trespassing problem.

C. SUMMARY

If law enforcement personnel enter a building, persons in groups, except CCC (CPC) monitors, shall leave. City defendants shall arrange for removal of unauthorized people.

FINDINGS Compliance

Organized groups who come to schools to disrupt or who are associated with school disruptions, has not been a problem during the 2-year monitoring period. Boston School Police have been very effective and efficient in removing unauthorized people from schools, and because of their rapid response capacity, would be effective in cases of crowd control and dispersal, should they occur. (Page 3)

D. SUMMARY

Parent and community meetings shall be scheduled only outside normal school hours. A draft of rules governing use of school buildings after school hours shall be filed September 16, 1975. (Pages 3-4)

FINDINGS Partial Compliance

Most parent and community meetings occur after school hours. However, some meetings of parents occur during school hours. The need to exclude such meetings because of their tendency to disrupt or incite disruption no longer appears to exist.

E. SUMMARY

City defendants shall issue photo I.D.'s for governmental employees who, in performing their jobs, enter Boston Public Schools and persons authorized by the U. S. District Court including CCC (CPC) and officers of the Home and School Association. The people shall only be admitted upon showing photo I.D.'s. (Page 4)

FINDINGS Non-Compliance

While Boston did issue the photo I.D.'s described above, this is no longer a practice. The elimination of photo I.D.'s occurred more than five years ago. State and other agencies are still required to clear visits through the Deputy Superintendent for school operations, but no photo I.D.'s are issued. The present need for such I.D.'s for government employees is questionable.

F. SUMMARY

The mayor shall submit daily reports on the number and deployment of law enforcement personnel. (Pages 4-5)

FINDINGS Non-Compliance

Although the City of Boston neither deploys Police Officers to cover public schools nor submits daily reports on deployment of Police Officers, the Boston Public Schools' Department of Safety Services provides yearly reports on staff deployment with updates as needed (see page 393). There are now 91 officers employed in the department of Safety Services police force. Each officer has a primary assignment to a school or cruiser, and many have secondary or back-up assignments as needed.

The Department of Safety Services maintains open lines of communication and cooperation with the Boston Police Department, the MDC Police and the MBTA Police. In fact, Boston School Police receive their training at the Boston Police Academy, and the ties between these two organizations are strong.

G. SUMMARY

City defendants are not prohibited from taking other measures to ensure the safety of students and staff. (Page 5)

FINDINGS Compliance

A review of the present safety and security practices and procedures enacted by Boston clearly indicates that Boston has gone well beyond the Court Orders in trying to maintain safe and secure schools. In particular:

1. They have developed their own Department of Safety Services employing 91 school police officers;

2. They have recently re-established school bus attendants on many elementary and middle school buses;

3. They have set up many alternative education programs in an attempt to serve better those students who are having academic and/or other problems and are more likely to be disruptive;

4. They have attempted to strengthen the Code of Discipline by enacting "Standards of Behavior" -- which establishes a stronger policy on weapons and violent acts and a more stringent policy on suspensions and expulsions.

Boston appears to be implementing: (1) the new "Standards of Behavior," (2) the new Bus Safety Plan, and (3) the expansion of alternative education programs, in good faith and with reasonable effectiveness.

II. CONCLUSIONS/RECOMMENDATIONS

As was reported in Report No. 1, most of the specific orders relating to safety and security, have a marginal relationship with the safety and security issues of prime importance to Boston today. Rather than disruptive anti-desegregation forces being the prime desegregation safety concern, the major concerns for safety and security involve issues of crimes (robbery, theft, assaults), the spilling over of neighborhood problems into schools (altercations), substance abuse, and disruptiveness among students who appear not be be benefiting from traditional academic programs. While these safety concerns are characteristic of many large urban school systems, there is a clear relationship between these problems and desegregation. Many parents, particularly middle class White and Black parents who have other educational options will not send their children to schools which they perceive as unsafe, regardless of the impact of their absence on school desegregation. Boston, therefore, has the responsibility to make all schools safe and secure to insure the highest level of desegregation achievable in each school. There is compelling evidence that Boston is beginning to seriously address this responsibility. The number of reported incidents for September-October 1984 as compared to September-October 1983 indicates an almost equal number of reported incidents.

Total Reported Incidents

					High	213
September-October	1983	=	283	-	Middle	50
					Elementary	7
					Other	13
					High	197
September-October	1984	=	286	-	Middle	74
					Elementary	17

The major beneficiary of any improvment in school safety climate is the high school level. English High School, while it is still first among high schools in reported incidents, is down from 97 incidents reported for September-October, 1983, to 39 reported for September-October, 1984. This represents a major change from previous safety patterns there, and appears to be an indication that the recent reorganization of that school is having a positive impact on school climate and safety. On the other hand Madison Park High has almost doubled its reported incidents when comparing the same time span.

Madison Park

September-October 1983 = 18 incidents
September-October 1984 = 33 incidents

Incidents reported at the middle school level have increased:

September-October 1983 = 50 incidents
September-October 1984 = 74 incidents

Some of these increases may be indicative of the strong emphasis being placed on safety issues and reporting responsibilities by the Superintendent and Deputy Superintendent for school operations. A workshop was held (August 15-17) for school administrators covering, among other things, the new "Standards of Behavior" and the new school bus safety procedures (see page 367). Numerous memos on proper incident reporting and other safety procedures have been circulated for more than a year.

In addition, Boston is beginning to seriously address the need for alternative education programs for students who are not achieving in regular education programs, and to provide increased security on school buses through the addition of bus attendants and other safety procedures. The fruits of those efforts are not yet fully apparent, but in the schools visited by this monitor, administrators seem very pleased with the new bus safety procedures, especially the bus attendants; some have even expressed a desire for additional attendants.

Boston also seems to be making an impact on the problem of weapons in schools. The new "Standards of Behavior", which were disseminated to all students and their parents (to be signed and returned) and explained in assemblies and other meetings, has very strong and specific language on the possession and use of weapons. While 27% of the September-October 1984 incidents reported involve weapons as compared to 30% reported for November 1983 through March 1984, Boston appears to be going through a transition period as more students begin to take seriously the new policy or face long-term suspensions or expulsion. It is vital that Boston continue to press for the exclusion of weapons from schools if the safety climate within schools is to improve. One very positive sign in this regard, is that administrators and Boston School Police report that most of the tips which they receive about weapons in schools come from students -- most of whom do not want weapons in their schools and are willing to report them when they see or know about them.

While Boston has yet to achieve an acceptable level of safety and security in all of its schools, improvements have begun through the initiation of new safety and discipline policies and procedures, and through examples such as English High School. Boston needs to continue work on the improvement of safety and discipline at specific schools such as English High, Madison Park High, Brighton High, Hyde Park High, the HHORC, Cleveland Middle, Mary Curley Middle, King Middle and others. Some of these schools need to develop and institute school safety plans; these plans should include the development of school-within-a-school programs and other alternatives to suspension, preventative deployment of staff, increased counselling and referral services for troubled and unresponsive students and more specific attention to improving the quality and appropriateness of instruction.

BOSTON DESEGREGATION REPORT #4
SAFETY AND SECURITY
VOLUME II ATTACHMENTS

1. Letter (11/02/84) Joseph McDonough to Franklin Banks
2. One List: School Incidents, September to October, 1984
3. One List: School Incidents, By Offense
4. Seventeen Charts: Boston School Incidents on School Property and Enroute to and from Schools.
5. Two Lists: School Incidents, May-June 1984
6. One List: Department of Safety Services, Staffing 1984-1985

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE DEPUTY SUPERINTENDENT
SCHOOL OPERATIONS
JOSEPH M. MCDONOUGH

November 2, 1984

Mr. Franklin F. Banks
Boston Desegregation Monitor
Department of Education
1385 Hancock Street
Quincy, Massachusetts 02169

Dear Mr. Banks:

In response to your letter dated September 6, 1984, I am enclosing the information you requested in regards to the monitoring of safety and security and student discipline for the school year. I have attempted to respond to your requests in the same format as they were presented.

Please call me at 726-6200 x5331 if I can be of further assistance.

Sincerely,

Joseph M. McDonough

Joseph M. McDonough
Deputy Superintendent
School Operations

JMM:hkl

Enclosure

26 COURT STREET BOSTON MASSACHUSETTS 02108 • 726 6200 EXT 5330 AREA 617

11/1/84

1. School Incident Reports

Enclosed is a copy of all school incident reports from September 6 to October 25, 1984 (Attachment I). The Department of Records Management and Department of Safety Services have developed a comprehensive program which permits the recording of incidents and provides the capability analysis of incidents by type and location. (Attachment I)

2. School Bus Safety

In August, the Boston School Committee approved a Student Transportation Safety Plan for the students of the Boston Public Schools. The plan provides for the assignment of Transportation Attendants to troubled buses at the elementary and middle school levels, the determination of safe pick-up and drop-off locations, the training of Transportation Attendants, and a bus safety education program for students.

Transportation Attendants are responsible for the maintenance of order and safety on the bus to which they are assigned. Attendants are selected from the existing school staff i.e. teachers, paraprofessionals, lunch monitors. The selection of Transportation Attendants is done by the principal of the school they will serve.

Orientation sessions for Transportation Attendants have been planned for the school year 1984-85. All Transportation Attendants are required to attend orientation sessions for training in student management, crisis intervention, emergency first aid, and policies and procedures. Two sessions have already been completed: the first was held on August 27, 28, 29, 1984, and the second, held on October 20, 1984. In the event that new Transportation Attendants are hired, orientation sessions are planned for their training, as well. These sessions are jointly coordinated by the Transportation Unit and the Department of Safety Services with the cooperation of ARA Transportation Company. See Attachment II for Student Transportation Safety Plan.

3. The Alternative Education Programs, designed to encourage students to attend school regularly and raise achievement levels have been established in the following schools: English, Jamaica Plain, Dorchester, Madison Park, South Boston and Charlestown High Schools as well as at Another Course to College (A.C.C.) and Boston Prep. Alternative Education Programs have also been established in the Grover Cleveland and Martin Luther King Jr. Middle Schools. In addition to the programs in these schools, middle school students of District V may be referred to the Log School, an alternative program housed at a separate site.

The success of the ReCap program at middle school level is evident in the increase in the number of middle schools adopting this program during the 84-85 academic year.

The primary goal of the Alternative Education Department is to increase the participation in programs at all levels. Currently, plans are being made to involve such schools as Hyde Park High, East Boston High, Boston Technical High in the School-Within-School/Cluster concept. Participation of Timilty Middle School, Thompson Middle School and further expansion of the Alternative Education program at the Martin Luther King Jr. Middle School is currently being explored. The Director of Alternative Education will continue to enlist other schools to participate in these and other programs of alternative education.

A written up-date on the expansion of alternative education programs serving disruptive students is found in Attachment III.

4. Safety, Security, and Discipline

Orientation sessions dealing with student needs and problems and resources available to assist teachers in helping students were held for community superintendents, principals/headmasters, teachers and staff before the opening of school.

A three day workshop for administrators was held on August 15, 16, 17, 1984.

The areas covered during these sessions included: Code of Discipline/Standards of Behavior; Safety Procedures in School and on Buses; Promotion Policy; Curriculum and Instructional Issues; Legal and Human Mandates; School Climate; Effective Use of Test Data; Bilingual Issues; Special Education; Effective Use of Parent Councils.

Orientation of teachers and staff is an on-going process throughout the school year. The first of these sessions was held on September 5th and 6th, and dealt with: student safety, classroom management, student problems and resources available to assist teachers in helping them, the Standards of Behavior and its presentation to students and parents.

On the first day of school all students were given a copy of the Standards of Behavior. Every regulation was explained to the students in every classroom. Students were, also, made aware of the differences in language and regulations of the Code of Discipline and the Standards of Behavior. These oral presentations and discussions were held in all schools between September 6th and September 14, 1984, (see Attachment IV, pp. 1 - 5).

The process for disseminating the Standards of Behavior demanded that every teacher personally contact the home of every student in his/her class to inform parents not only of the Standards of Behavior but to introduce himself/herself as the child's teacher and encourage each parent to maintain contact with the teacher. The success of this procedure can be measured in part by the response of parents to the Superintendent's letter which

The Standards of Behavior for the Boston Public Schools was approved by the School Committee in July, 1984. In order to inform all parents, regardless of their primary language, of these rules, the Standards of Behavior was translated into ten languages including Spanish, French/Haitian, Chinese, Vietnamese, Portuguese, Italian, Cambodian, Cape Verdean, Laotion, and Greek.

The orientation of all students in all schools was held from September 6 through 14. These sessions included an explanation of the rules and regulations of the Standards of Behavior, the consequences for violation, and the right of students and parents. It was emphasized that these procedures were mandated in order to provide the safety and security of the student body. (see Attachment IV , Appendix IV and V).

Prior to the distribution of the Standards of Behavior parents were notified by telephone by teachers and told of the Standards and were asked to read them carefully, encouraged to call the schools if they had questions, and asked to read, sign, and return the Suerintendent's letter.

The names of students who had not returned the signed letter were forwarded to Principals/Headmasters on September 14, so that the school office could make a personal contact with homes to remind parents of the Standards of Behavior and the Superintendent's letter. On September 28 the name of any student who still had not returned the Superintendent's letter was forwarded to the respective Community District Office for her/her action. As of this date approximately 97% of the city's entire student body has returned the signed letters. Through telephone contact and/or written communication, efforts continue to retrieve all signed acknowledgments of the Standards of Behavior.

5. Weapons Policy

The Standards of Behavior contain very explicit rules and regulations regarding the possession of weapons and/or controlled substances.

Expulsion is mandatory in cases of possession of firearms, harming another person with a weapon, and using a mock gun in a threatening manner. The effect of these provisions is the number evident in the significant and continuous decline in incidents involving dangerous weapons when compared to this same period last year. Personnel of the Department of Safety are currently being instructed in weapon detection and confiscation. See Attachment VI for Standards of Behavior and Superintendent's letter.

To assist school personnel in identifying student needs and problems and contribute to their solution, a program of pairing Schools and Human Service Agencies has been established in seventeen schools, five elementary schools, five middle schools, and seven high schools. The status report on the Boston Student Human Services Collaboative is found in Attachment VI.

6. Parental Involvement:

Besides the initial contact made with every home in regards to the Standards of Behavior, parents are notified of any incident involving their children and are invited to attend informal conferences to assist in the resolution of both academic and behavioral problems that may arise.

Members of the School Parent Council serve on the committee which drafts and publishes the school based-rules in each school. The goal of all school rules is self-discipline which is the most effective control in learning and behavior. These rules are designed, in part, to establish a positive climate where learning can take place in a relaxed, safe atmoshpere which will make schools a desirable place to be.

The Promotion Policy approved by School Committee on November 29, 1983 will be implemented this year. Parent workshops are being planned for each school in order to explain the standards set forth in this policy and to answer any questions parents may have.

7. Incident Reports

Directions regarding the reporting of school incidents were issued prior to the opening of school to all administrators and to all staff during in-service sessions on September 5 and 6. All incidents must be reported in a timely manner to the Department of Safety Services. Weekly reports of all incidents are submitted to the Deputy Superintendent/School Operations.

Any report of an incident involving disciplinary/administrative action is available to authorized School Parent Council representatives.

See Attachment VIII for Deputy Superintendent's Circular #40, Reporting and Release of Incident Data.

8. Department of Safety Services - Staffing

In order to assist in the maintenance of safety and security in all schools, a staffing plan has been implemented by the Department of Safety Services and the Deputy Superintendent/School Operations. Eighty schools are staffed on a daily basis by safety services personnel. In order to respond to needs in schools which do not have a daily need for safety services personnel, members assigned to a particular school also have contingent assignments in neighboring schools. For detailed pattern of deployment see Attachment IX.

SCHOOL INCIDENTS September - October 1984

(Crimes Against Person and Safety Related)

HIGH SCHOOLS	
English	39
Madison Park	33
Brighton	26
HHORC	17
Hyde Park	16
Dorchester	10
Jamaica Plain	9
Charlestown	9
West Roxbury	8
South Boston	7
Boston Technical	5
McKinley	5
Boston Latin Acad.	4
Boston Latin	2
East Boston	2
Copley	2
Umana	2
Boston High	1
Total	197

MIDDLE SCHOOLS	
Mary Curley	16
King	12
Cleveland	8
Thompson	7
Lewenberg	5
McKinley Middle	3
Holmes	3
Gavin	3
Irving	2
R. Shaw	2
Rogers	2
Dearborn	2
Taft	2
Wheatley	1
MacKey	1
T. Roosevelt	1
Edison	1
Timilty	1
Lewis	1
Wilson	1
Total	74

ELEMENTARY	
Trotter	3
McKay	1
Blackstone	1
O'Hearn	1
Winship	1
Agassiz	1
Hamilton	1
Harvard-Kent	1
Hennigan	1
Mather	1
Farragut	1
Jackson-Mann	1
Fuller	1
Taylor	1
Everett	1
Total	17

Total Incidents: 288

SCHOOL INCIDENTS BY OFFENSE

SEPTEMBER - OCTOBER 1984

1)	Racial	13 (4.5%)	
2)	Weapons Possession or Use	77 (26.7%)	
3)	a) Incidents occurring on ARA School Busses or at school bus stops	24 (8.3%)	
	b) Incidents occurring enroute to and from schools (not on ARA school busses)	25 (8.7%)	
		49 (17%)	Total incidents occurring enroute to and from schools (including ARA busses)
4)	Assaults (verbal and physical)	97 (33.7%)	
5)	Robbery	26 (9%)	
6)	Altercations (fights)	40 (13.9%)	
7)	Drug or alcohol use or possession	46 (15.9%)	
8)	Trespassing	11 (3.8%)	
9)	Other (including harassment, threats, arson, disruptiveness)	25 (8.7%)	
	Total Incidents	288	

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Boston School Incidents on School Property and Enroute to and from Schools

Crimes Against Persons and Safety Related Incidents* September 1984 through October 1984

High Schools	Weapons Possessed Use	Assaults	Robbery or Robbery Attempts	Alter-cations	Drug & Alcohol Used Possessed	Tres-passing	Other Threats	Total
1 English	8 (1 bus)	9	3	11 (1 racial)	5	1	2 (1 weapon) (1 bus) (1 additional counted under other offense)	39 (1 racial) (2 bus) (9 weapon)
2 Madison Park	6	9 (1 racial (two weapons) (1 addit. counted under other offense)	5 (2 weapons)	1	10 (3 additional counted under other offense	1	1 (bus)	33 (1 racial) (1 bus) (10 weapons)
5 Hyde Park	2	5 (1 racial) (1 enroute)		2	5	1	1 (bus)	16 (1 racial) (1 bus) (1 enroute) (2 weapons

Boston School Incidents on School Property and Enroute to and from Schools

Crimes Against Persons and Safety Related Incidents*
September 1984 through October 1984

High Schools	Weapons Possessed Use	Assaults	Robbery or Robbery Attempts	Alter-cations	Drug & Alcohol Used Possessed	Tres-passing	Other Threats	Total
3 Brighton	9 (1 addit. counted under other offense)	4 (1 racial (1 weapon	1 (weapon, enroute)	4 (1 racial) (1 weapon)	7	1		26 (2 racial) (13 weapons) (1 enroute)
4 HHORC	3	6 (1 racial (1 bus (1 weapon	2 (1 weapon)	2	(1 counted under other offense)	(1 counted under other offense)	4 (1 bus) (1 addit. counted under other offense)	17 (1 racial) (2 bus) (5 weapon)
6 Dorchester	2	1 (enroute	1 (enroute) (weapon)	1 (enroute)	6			10 (3 enroute) 3 weapons)

Boston School Incidents on School Property and Enroute to and from Schools

Crimes Against Persons and Safety Related Incidents*
September 1984 through October 1984

High Schools	Weapons Possessed Use	Assaults	Robbery or Robbery Attempts	Alter- cations	Drug & Alcohol Used Possessed	Tres- passing	Other Threats	Total
7 Jamaica Plain	5	1 (weapon)	2	1				9 (6 weapons)
8 Charlestown	1	3 (1 weapon (1 enroute)		1	3		1	9 (2 weapons) (1 enroute)
11 Boston Technical	1	2 (1 racial	1	1				5 (racial)

Boston School Incidents on School Property and Enroute to and from Schools

Crimes Against Persons and Safety Related Incidents*
September 1984 through October 1984

High Schools	Weapons Possessed Use	Assaults	Robbery or Robbery Attempts	Alter-cations	Drug & Alcohol Used Possessed	Tres-passing	Other Threats	Total
10 South Boston	1	5 (1 bus (1 weapon)	1					7 (1 bus) (2 weapon)
12 McKinley		3 (1 weapon)		1			1	5 (1 weapon)
9 West Roxbury	2	3 (1 racial bus stoning)		1	1	1		8 (1 racial bus stoning)

Boston School Incidents on School Property and Enroute to and from Schools

Crimes Against Persons and Safety Related Incidents*
September 1984 through October 1984

High Schools	Weapons Possessed Use	Assaults	Robbery or Robbery Attempts	Alter-cations	Drug & Alcohol Used Possessed	Tres-passing	Other Threats	Total
13 Boston Latin Academy		3 (weapon) (1 enroute)		1 (racial, bus)				4 (1 racial, bus) (1 weapon, enroute)
14 Boston Latin School			1 (enroute)			1		2 (enroute)
15 East Boston					1	1 (weapon)		2 (1 weapon)

Boston School Incidents on School Property and Enroute to and from Schools

Crimes Against Persons and Safety Related Incidents*
September 1984 through October 1984

High Schools	Weapons Possessed Use	Assaults	Robbery or Robbery Attempts	Alter-cations	Drug & Alcohol Used Possessed	Tres-passing	Other Threats	Total
16 Copley		1 (enroute		1 racial (enroute)				2 (1 racial) (2 enroute)
17 Umana		2 (1 weapon)						2 (1 weapon)
18 Boston High		1						1

*Incidents listed includes: assaults, altercations, weapons, possession, illegal or controlled substances, threats, arson, robbery, trespassing and disruptions by students

excludes: false fire alarms, illness, larceny, accidental injury, accidental fires, bomb threats, vandalism

Terms Defined:
Bus - Incidents occurring on school bus
Racial - Incidents of a racial nature or strong racial overtones
Enroute - Incident occurring on the way to school or on the way home (not on ARA school bus)
Weapon - Incident in which a weapon was used or found
Bus Stoning - Incident in which projectiles were thrown at an ARA school bus

Boston School Incidents on School Property and Enroute to and from Schools

Crimes Against Persons and Safety Related Incidents*
September 1984 through October 1984

Middle Schools	Weapons Possessed Use	Assaults	Robbery or Robbery Attempts	Alter-cations	Drug & Alcohol Used Possessed	Tres-passing	Other Threats	Total
1 Mary Curley	3	6 2 Weapon (1 enroute)		6 (1 bus)			1	16 (1 bus) (1 enroute) (5 weapons)
3 Cleveland	1 (2 additional counted under another offense)	2 (enroute)	3 (1 enroute)		2			8 (3 enroute) (3 weapons)
2 King		4 (2 bus)	2 (1 enroute	2 (1 racial	1 (bus)	(one counted under another offense)	3 (1 bus) (one additional counted under another offense	12 (1 racial) (4 bus) (1 enroute)

Boston School Incidents on School Property and Enroute to and from Schools

Crimes Against Persons and Safety Related Incidents*
September 1984 through October 1984

Middle Schools	Weapons Possessed Use	Assaults	Robbery or Robbery Attempts	Alter-cations	Drug & Alcohol Used Possessed	Tres-passing	Other Threats	Total
4 Thompson	3	1			1		2	7 (3 weapons)
5 Lewenberg	2	2 (1 enroute	1					5 (1 enroute (2 weapons)
6 McKinley Middle		1					2	3

Boston School Incidents on School Property and Enroute to and from Schools

Crimes Against Persons and Safety Related Incidents* September 1984 through October 1984

Middle Schools	Weapons Possessed Use	Assaults	Robbery or Robbery Attempts	Alter-cations	Drug & Alcohol Used Possessed	Tres-passing	Other Threats	Total
7 Holmes		3 (1 bus (2 enroute)						3 (1 bus) (2 enroute)
8 Gavin		2		1				3
9 Irving	1	1 (weapon)						2 (2 weapons)

Boston School Incidents on School Property and Enroute to and from Schools

Crimes Against Persons and Safety Related Incidents*
September 1984 through October 1984

Middle Schools	Weapons Possessed Use	Assaults	Robbery or Robbery Attempts	Alter-cations	Drug & Alcohol Used Possessed	Tres-passing	Other Threats	Total
10 Robert Shaw	1	1 (bus)						2 (1 bus) (1 weapon)
11 Rogers	1	1 (bus stoning)						2 (1 bus stoning) (1 weapon)
16 T. Roosevelt				1				1

Boston School Incidents on School Property and Enroute to and from Schools

Crimes Against Persons and Safety Related Incidents* September 1984 through October 1984

Middle Schools	Weapons Possessed Use	Assaults	Robbery or Robbery Attempts	Alter-cations	Drug & Alcohol Used Possessed	Tres-passing	Other Threats	Total
14 Wheatley			1 (enroute)					1 (enroute)
15 Mackey							1 (enroute)	1 (enroute)
12 Dearborn	1	1						2
13 Taft		1 (bus)	1					2 (1 bus)

Boston School Incidents on School Property and Enroute to and from Schools

Crimes Against Persons and Safety Related Incidents*
September 1984 through October 1984

Middle Schools	Weapons Possessed Use	Assaults	Robbery or Robbery Attempts	Alter-cations	Drug & Alcohol Used Possessed	Tres-passing	Other Threats	Total
17 Edison		1						1
18 Timilty				1 (enroute)				1 (enroute)
19 Lewis		1 (bus)						1 (bus)
20 Wilson		1						1

Boston School Incidents on School Property and Enroute to and from Schools

Crimes Against Persons and Safety Related Incidents*
September 1984 through October 1984

Elementary Schools	Weapons Possessed Use	Assaults	Robbery or Robbery Attempts	Alter-cations	Drug & Alcohol Used Possessed	Tres-passing	Other Threats	Total
1 Trotter		2 (1 enroute, weapon) (1 bus stoning)					(1 racial)	3 (1 racial) (1 bus stoni (1 weapon, enroute)
2 McKay		1 (racial)						1 (racial)
3 Black-stone		1						1

Boston School Incidents on School Property and Enroute to and from Schools

Crimes Against Persons and Safety Related Incidents*
September 1984 through October 1984

Elementary Schools	Weapons Possessed Use	Assaults	Robbery or Robbery Attempts	Altercations	Drug & Alcohol Used Possessed	Trespassing	Other Threats	Total
4 O'Hearn	1							1
5 Winship		1 (bus stoning)						1 (bus stoning)
6 Agassiz		1 (bus)						1 (bus)

Boston School Incidents on School Property and Enroute to and from Schools

Crimes Against Persons and Safety Related Incidents*
September 1984 through October 1984

Elementary Schools	Weapons Possessed Use	Assaults	Robbery or Robbery Attempts	Alter-cations	Drug & Alcohol Used Possessed	Tres-passing	Other Threats	Total
7 Hamilton						1		1
8 Harvard-Kent							1 (enroute)	1 (enroute)
9 Hennigan		1						1

Boston School Incidents on School Property and Enroute to and from Schools

Crimes Against Persons and Safety Related Incidents*
September 1984 through October 1984

Elementary Schools	Weapons Possessed Use	Assaults	Robbery or Robbery Attempts	Alter-cations	Drug & Alcohol Used Possessed	Tres-passing	Other Threats	Total
10 Mather		1 (bus stoning)						1 (bus stoning)
11 Farragut			1					1
12 Jackson-Mann				1 (bus)				1 (bus)

Boston School Incidents on School Property and Enroute to and from Schools

Crimes Against Persons and Safety Related Incidents*
September 1984 through October 1984

Elementary Schools	Weapons Possessed Use	Assaults	Robbery or Robbery Attempts	Alter- cations	Drug & Alcohol Used Possessed	Tres- passing	Other Threats	Total
13 Fuller							1	1
14 Taylor		1 (enroute)						1 (enroute)
15 Everett						1		1

SCHOOL INCIDENTS: May - June 1984

(Crimes Against Persons and Safety Related)

High Schools		Middle Schools		Elementary Schools	
English	38	Cleveland	26	McKay	5
Hyde Park	24	Mary Curley	13	Fifield	1
Brighton	12	Rogers	11	Baldwin	1
HHORC	11	Irving	7	Dever	1
Dorchester	9	Edwards	4	S. Greenwood	1
Madison Park	7	Taft	4	O'Hearn	1
Jamaica Plain	5	Roosevelt	3	Jackson-Mann	1
Boston Latin	5	R. Shaw	2	Kilmer	1
Charlestown	4	Lewenberg	2	Trotter	1
Boston Technical	3	Lewis	2	Hale	1
South Boston	2	Thompson	2	Quincy	1
McKinley	2	Dearborn	2	Hamilton	1
Umana	2	Timilty	1	Higginson	1
West Roxbury	2	Edison	1		
East Boston	1	Michelangelo	1		
Boston High	1	Holmes	1		
Tileston	1				
Total	129	Total	82	Total	17

Total Incidents: 228

SCHOOL INCIDENTS BY OFFENSE

May - June 1984

1)	Racial	11 (4.8%)	
2)	Weapons Possession or Use	66 (28.9%)	
3)	a) Incidents occurring on ARA School Busses or at school bus stops	17 (7.4%)	
	b) Incidents occurring enroute to and from schools (not on ARA school busses)	20 (8.7%)	
		37 (16.2%)	Total incidents occurring enroute to and from schools (including ARA busses)
4)	Assaults (verbal and physical)	80 (35 %)	
5)	Robbery	28 (12.2%)	
6)	Altercations (fights)	32 (14%)	
7)	Drug or alcohol use or possession	14 (6.1%)	
8)	Trespassing	12 (5.2%)	
9)	Other (including harrassment, threats, arson, disruptiveness)	28 (12.2%)	
	Total Incidents	228	

10-23-84

DEPARTMENT OF SAFETY SERVICES

STAFFING 1984-85

HOURS	UNIT	OFFICER	PRIMARY	SECONDARY
		ORANGE ZONE		
7:15-3:15	201	Sgt. W. Smith	Dorchester High	
7:30-3:30	30	C. Calloway	Dorchester High	S. Greenwood
7:30-3:30	31	J. Layton	Dorchester High	Fifield
7:15-3:15	32	J. Gutierrez	Wilson Middle	Fifield
7:30-3:30	33	T. Sanabria	Marshall	Mather
7:30-3:30	34	P. Foley	Holland	
7:15-3:15	35	J. Oliver	Cleveland	
7:30-3:30	36	K. Winn	Cleveland	Holland
7:00-3:00	202	Sgt. S. Bell	Hyde Park High	District IV
7:30-3:30	54	S. Ammidown	Hyde Park High	Chittick
7:30-3:30	38	G. Williams	Hyde Park High	Thompson/Taylo
7:30-3:30	88	J. Fortes	Hyde Park High	Rogers/Channin
7:15-3:15	40		Tileston	Lee
8:00-4:00	41	G. Dias	Thompson Middle	District IV
8:00-4:00	42	A. Hardaway	Mattahunt	
7:30-3:30	43	V. Younger	Lewenberg	
		BLUE ZONE		
7:00-3:00	203	Sgt. M. Hennessey	English High	
7:15-3:15	61	M. Davis	English High	
7:30-3:30	62	C. Wheeler	English High	Mackey
7:15-3:15	63	H. Waller	English High	Tobin
7:30-3:30	64	L. Jeanetti	English High	Latin School
7:30-3:30	65	L. Pilet	English High	Hurley
7:00-3:0[illegible]	66	J. Giardina	Latin High	Farragut
7:30-3:30	67	J. Retequiz	Tobin	
7:30-3:30	68	W. Partello	McKinley/Peterboro	
7:00-3:00	204	Sgt. J. Cronin	Brighton High	
7:30-3:30	57	T. O'Toole	Brighton High	Taft
7:30-3:30	45	L. Catron	Brighton High	Jackson-Mann
7:30-3:30	46	M. Johnson	Brighton High	Hennigan
7:30-3:30	47	S. Rogers	Latin Academy	Mackey
8:00-4:00	48	J. Harris	Hennigan	

DEPARTMENT OF SAFETY SERVICES

STAFFING 1984-85

HOURS	UNIT	OFFICER	PRIMARY	SECONDARY
		BROWN ZONE		
6:00-2:00	205	Sgt. L. Allen	Technical High	
7:00-3:00	49	N. Gamby	Technical High	Mendell
7:00-3:00	50	W. Kelley	Technical High	Higginson
8:00-4:00	79	M. Harrell	Trotter	
8:00-4:00	75	K. Baker	Dearborn/Wheatley	
7:00-3:00	206	Sgt. J. Dupree	Burke High	
7:00-3:00	53	J. Finn	Burke High	O'Hearn
7:30-3:30			Burke High	Hernandez
7:30-3:30	60	P. Winbush	Gavin	Trotter
7:30-3:30	69	I. Thibodeaux	McCormack	Hurley
8:00-4:00	52	L. Tate	King Middle	
		RED ZONE		
7:00-3:00	5	Lt. D. Rorie	Complex	
7:00-3:00	207	Sgt. W. Baker	Madison Park	
7:30-3:30	70	J. LaSelva	Madison Park	Hernandez
7:30-3:30	71	K. Partello	Madison Park	Blackstone
7:00-3:00	72	K. Jackson	Madison Park	
7:30-3:30	73	A. Skrine	Madison Park	Timilty
7:30-3:30	74	J. Love	Timilty	
7:00-3:00	208	Sgt. W. Hickey	HHORC	
7:15-3:15	76	S. Hickey	HHORC	
7:00-3:00	51	W. Fredericks	HHORC	
6:00-2:00	78	E. Knowlton	HHORC	
7:00-3:00	44	P. Egan	HHORC	
3:00-11:00	87	OIC J. Jones	HHORC (Night Shift)	
3:00-11:00	77	N. Sabater	HHORC (Night Shift)	
3:00-11:00	89	P. Shaughnessy	Night Radio Dispatcher	
Weekend		P. Janey	Safety Department	
7:30-3:30		C. McDonough	Safety Department	
7:30-3:30		B. Jeanetti	Safety Department	
	10	Sgt. D. Johnson	Cruiser Patrol	
	11	Sgt. R. Durkin	Cruiser Patrol	
	12	E. Conlin	Cruiser Patrol	

DEPARTMENT OF SAFETY SERVICES

STAFFING 1984-85

HOURS	UNIT	OFFICER	PRIMARY	SECONDARY
		GREEN ZONE		
7:00-3:00	81	OIC. W. Murphy	West Roxbury High	
7:30-3:30	55	S. Graham	West Roxbury High	R. G. Shaw
7:00-3:00	56	B. Butler	West Roxbury High	
7:30-3:30			Wash. Irving Middle	
7:15-3:15	210	Sgt. H. Strickland	Jamaica Plain High	
7:15-3:15	82	J. Vasquez	Jamaica Plain High	Kennedy
7:15-3:15	86	J. Wallace	Jamaica Plain High	
7:00-3:00	58	P. McIrney	Jamaica Plain High	Agassiz
7:15-3:15	85	D. Howell	Curley Middle	Agassiz
7:15-3:15	83	J. Rane	Roosevelt	Fuller
		YELLOW ZONE		
7:00-3:00	211	Sgt. T. Gomperts	Charlestown High	
7:00-3:00	90	J. Coleman	Charlestown High	
7:15-3:15	91	J. Turner	Charlestown High	Blackstone
7:15-3:15	40	J. DePinho	Charlestown High	Edwards
7:15-3:15	98	H. Dea	Charlestown High	Quincy
8:00-4:00	99	J. Hurney	Edwards	Eliot
7:30-3:30	209	Sgt. D. Bilotas	Umana	McKay
7:15-3:15	59	D. Flakes	Umana	Prescott
7:00-3:00	80	A. Albano	East Boston High	Barnes
7:30-3:30	39	J. Cohen	East Boston High	Guild
DRIVERS				
7:00-3:00	19	Sgt. J. Di Reeno		
2:00-10:00	18	Sgt. A. Almeida		
SAFETY OFFICE				
7:00-3:00	15	T. Giannino		
7:00-3:00	16	K. Devlin		
7:00-3:00	17	S. Williams		
7:00-3:00	37	T. Clements		

N. Devlin - Maternity Leave

Val Shelley -" Charlestown High

Francis Coughlin - English High

Ralph Trotman - Cleveland Middle

STUDENT DISCIPLINE

STUDENT DISCIPLINE

I. PROHIBITION OF RACIAL SLURS

ORDERS Order Approving Addition to Code of Discipline, January 9, 1975

SUMMARY

An addition to the Code of Discipline was approved that prohibits all students from addressing racial slurs or epithets to other persons "in a manner likely to provoke violence or to incite an immediate breach of the peace or to provoke retaliation."

FINDINGS Compliance

Section 7.7 of the Code of Discipline cites the use of racial slurs as a suspendable offense. Last school year, 28 student were suspended for the use of racial slurs, indicating that school administrators are enforcing this section of the Code. Monitors have received no complaints about the lack of enforcement of this Order.

CONCLUSIONS/RECOMMENDATIONS

Boston has attained full compliance with the Order prohibiting use of racial slurs.

SUSPENSIONS

During the 2-year monitoring period, monitors have also examined suspension statistics and explored causes of suspension both in individual schools and system-wide. The overall administration of discipline has markedly improved, including employing suspension only as a last resort and implementing alternatives to suspension. This is evidenced by the decrease in suspensions from 7012 during the 1982-1983 school year to 5707 in the 1983-1984 school year, a net drop of 1305 suspensions. However, many schools continue to have rates of suspension high enough to merit concern (See Appendix A).

At the high school level, Charlestown, Jamaica Plain and Brighton High Schools have had consistently high suspension rates over the 2 year monitoring period. English High substantially reduced their suspensions this past year.

On the middle school level, the Mackey, Cheverus, Timilty, Roosevelt, and Curley Middle Schools suspended students at rates significantly higher than average. Both the Roosevelt and Mackey Middle Schools had high suspension rates for the second consecutive year.

On the elementary school level, the McKay and Beethoven Elementary Schools had significantly high suspension rates; the McKay Elementary School had the highest suspension rate for elementary schools for the second consecutive year.

The suspension rate at the four McKinley schools is of concern. These 4 schools serve K-12 special needs students who have multiple learning and behavior problems. Alternative program options meet the students' specific behavioral and academic needs. The suspension rate at these schools was 9 times that of the school with the second highest suspension rate (1090 suspensions for a total enrollment of 240 students). 39 students were suspended 10 or more times during the school year. Although monitors commend the McKinley's programs, this excessive suspension rate merits scrutiny.

DISPROPORTIONATE SUSPENSIONS BY RACE

Although the overall suspension rate has significantly dropped, the disproportionate suspension rate of Black students has remained the same (See Appendix B). In the 1982-1983 school year, Black students comprised 47.6% of the total enrollment while they constituted 69% of the total suspensions. In the 1983-1984 school year, Black students comprised 48.4% of the total enrollment while they constituted 67% of the total suspensions, an insignificant change in suspension rates. On the high school and middle school levels, Boston Latin School, Charlestown High, Brighton High, East Boston High, Irving Middle, Edwards Middle, Roosevelt Middle and Michelangelo Middle have suspended Black students at disproportionately high rates for the past two years. Some schools that have small numbers of Hispanic or Black students tend to suspend these students at disproportionately high rates (Rogers, Thompson, Shaw and Cheverus Middle Schools).

As an incentive to reduce multiple suspensions, Boston's Department of School Operations will be providing all school administrators with regular printouts of suspensions. Administrators have been reminded that multiple suspensions should be avoided, and attempts should be made to provide additional services to these students.

SAFETY AND DISCIPLINE PLAN

Boston's Department of School Operations has made considerable effort over the past two years to systematize discipline procedures and develop alternatives to suspension. As reported in Report No. 3, Boston developed a comprehensive plan for improving school discipline.

The following is a progress report on each initiative contained in the plan:

Increase Support Services

Seventeen schools were targeted by the Boston Human Services Collaborative to receive services for the 1984-1985 school year (See Appendix E). Needs assessments have been completed in eight of these schools; assessments in the other nine schools are underway. Memoranda of agreement and training schedules for each school are being developed. Based on the success of this year's efforts, other schools will be targeted to receive services next year. The Private Industry Council has initiated programs designed to increase services to 9th graders at Dorchester High and English High.

Increased support services for students with discipline problems are vital to addressing their academic and social problems. Stable funding of these services is essential (as evidenced by the cancelling of an extremely successful counseling program at Charlestown High this year because of a lack of funds to pay the Boston University interns).

Standards of Behavior

In response to the Safe Schools Commission Report and Report No. 2, an abbreviated set of rules, the Standards of Behavior, was developed this summer (See Appendix D). These rules summarize the Code of Discipline and strengthen the penalties (suspension or exclusion) for possession of dangerous objects or drugs and threatening or harming another person. This document is not intended to replace the Code, but rather to augment it.

An extensive orientation to the Standards of Behavior was conducted for all staff and all students at the beginning of the school year. Parents were requested to sign a letter stating they had read the new rules, and 97% of these letters have been returned.

Many administrators interviewed by monitors expressed their support for the new rules, but adopted a wait-and-see attitude about whether the Department of School Operations would follow through in administering a stricter expulsion policy. The Boston Student Advisory Council expressed their concerns that students had little or no input into the new rules. Although the Standards of Behavior has been translated into all languages, the 1983 Code of Discipline is available only in English.

School Review Committees

Boston's Department of School Operations has indicated that review committees representative of administrators, teachers, students and parents exist in most schools and that school-based rules have been developed by all schools (See Appendix D). (Boston is in the process of submitting all school-based rules to the Department of Education consistent with requirements in M.G.L. Chapter 71, Section 37H). The timeline for the development of these rules has been changed (in response to recommendations in Monitoring Report No. 2) so that all rules must be completed and posted by the first day of each school year. In addition, the Department of School Operations has mandated that all school-based rules include rules in areas that have traditionally resulted in discipline infractions -- locker policies, students' presence in unauthorized areas, the wearing of hats, possession of unauthorized items, and food outside the cafeteria. These rules should help to resolve discipline problems.

Oversight Committees

The Deputy Superintendent of School Operations has indicated that these committees, intended to oversee the consistent implementation of school discipline policies, are in the process of development. No information about them has been submitted from his office.

Development of Alternative Programs

Boston has committed considerable resources in the past two years to developing and supporting alternative school programs (See Appendix C). Ninth grade Cluster Programs have been implemented at English, Charlestown, Dorchester and Hyde Park High Schools to address the excessive discipline problems and the high drop-out and repeater rates at grade 9. Existing alternative programs -- Boston Prep, Home Base School and School-Within-a-School at South Boston High -- have been strengthened.

An alternative middle school program, New Horizons Academy within King Middle, has been created, and English High has been restructured into four alternative school-within-a-school programs. All of these programs have helped reduce school discipline problems and have increased services to problem students. Initial data indicate that these alternative programs are desegregated (See Appendix F).

Boston has developed a plan for the continued development of alternative programs over the next two years. This plan outlines the creation of additional school-within-a-school, in-school suspension and ReCap programs at the middle and high school levels, an expansion of current separate facility high school alternative programs; and the initiation of an exploratory ReCap program at the elementary level. Although sketchy, if implemented on schedule, this plan would vastly increase alternative program opportunities and help to reduce discipline problems. Future plans also should include the development of procedures designed to accelerate the referral process to these programs (as recommended in Report No. 3).

Behavior Management Teams

Money was not allocated for this program and, therefore, it was cancelled.

In-Service Training on Approaches to Discipline

All staff received an orientation to the new Standards of Behavior at the beginning of the school year. However, no system-wide training on non-confrontation approaches to discipline has been planned or conducted.

PROGRESS REPORTS ON OTHER RECOMMENDATIONS

In addition to the components of Boston's safety and discipline plan, Boston has responded to other recommendations as outlined in Monitoring Reports No. 2 and 3. Boston should again be commended for the appointment over the past two years of effective administrators, particularly Black and Hispanic administrators, to schools with discipline problems. For example, administrators at the Timilty and Thompson Middle Schools and English High School have taken steps to improve discipline policies. Also, the addition of Directors of Instruction and Instructional Support Teachers to all middle schools appears to be improving discipline policies and educational offerings at that level.

Boston has continued to respond to the need for additional alternatives to suspension. Time-out rooms at English High have been instrumental in reducing discipline problems. Many schools are now expressing a need for either time-out rooms or in-school suspension programs (Thompson, Timilty and Mackey Middle Schools and Brighton High School). Several schools are also in need of support services (e.g., counseling, tutoring) or outreach workers (Mackey and Thompson Middle).

Parental involvement with students with discipline problems has also increased. More schools now request parent conferences after suspensions. All parents were contacted by telephone and sent a letter regarding the new Standards of Behavior. And parent workshops are planned to discuss the new promotional policies.

Several recommendations from Reports No. 2 and 3 remain unaddressed. Schools that monitors visited (Burke High, Timilty Middle) continue to send students who have violated rules home to "cool off" without officially suspending them. Several administrators cited this as "common practice" throughout the school system, despite directions from the Department of School Operations to log, record accurately and report all suspensions. Boston should be reminded that such practices deny a student his/her due process rights as guaranteed by the Constitution.

Shortages of textbooks and materials continue to be cited by most administrators as a factor in discipline problems.

Most importantly, administrators continued to express their fears that a new promotion policy, without a comprehensive remediation plan, would result in a significant increase in students who are repeating a grade and thus would create additional discipline problems. Boston has not yet outlined such a remediation plan. The number of discipline problems related to repeaters should be examined.

CONCLUSION

In conclusion, Boston has taken considerable steps to improve discipline in schools. Alternative programs, alternatives to suspension, the Boston Human Services Collaborative, the Standards of Behavior, and concrete guidelines for the development of school-based rules have all been developed within the last two years. The appointment of effective Black and Hispanic administrators has helped alleviate discipline problems at some schools; however, some concerns regarding school discipline remain. It is recommended that Boston:

1. explore the causes for disproportionate suspensions of Black students and take steps to lower these rates;

2. continue to develop alternative programs for those students who have attendance and/or discipline problems, and alternatives to suspension for those schools with excessive discipline problems;

3. continue to support the Boston Human Services Collaborative;

4. translate the Code of Discipline into Spanish and Chinese;

5. ensure that all suspensions are recorded, and that the practice of sending students home to "cool-off" without suspending them is discontinued;

6. develop a comprehensive remediation plan to address the new promotion policy;

7. continue to appoint Black and Hispanic administrators to schools where needed, particularly to the Cheverus Middle School;

8. continue to stress improving the quality of instruction, including allocating adequate funds for the purchase of textbooks and other educational materials, system-wide and especially in those schools with excessive discipline problems.

BOSTON DESEGREGATION REPORT #4
STUDENT DISCIPLINE
VOLUME II ATTACHMENTS

1. Appendix A: Suspension Rate Charts (with explanation)
2. Appendix B: Boston Public School Suspensions
3. Appendix C: Alternative Education Action Plan
4. Appendix D: Code of Discipline
5. Standards of Behavior in the Boston Public Schools
6. Letter to Parent Re Standards of Behavior
7. Memo: Robert Peterkin to Community Superintendents Re School Based Rules
8. Key Activities and Dates for Standards and School Based Rules
9. Orientation and Dissemination of Standard of Behavior
10. School Based Rules
11. Appendix E: Boston Student Human Services Collaborative Update
12. Appendix F: Enrollment of Boston's Alternative Schools

Greater Boston Regional Education Center
The Commonwealth of Massachusetts
Department of Education

27 Cedar Street, Wellesley, Massachusetts 02181 431-7825

APPENDIX A

November 9, 1984

EXPLANATION OF SUSPENSION RATES CHARTS

The chart prepared for this analysis includes the following information:

Column:

A	All Boston schools at that particular level (Latin Academy, Latin School, and Umana include grades 7-12; the others grades 9-12).
B	Number of Black students, followed by Black percent of total enrollment.
C	Number of suspensions of Black students, followed by Black percent of all suspensions.
D	Percent of Black suspensions divided by percent of Black students (1.00 would indicate that Black students are suspended at exactly the rate that their proportion of total enrollment would predict, while 2.00 would indicate suspensions at double the expected rate, and .5, at half the expected rate).
E-G	Same information as B-D, for white students.
H-J	Same information as B-D, for other minority students..
K	Total enrollment for each school.
L	Total suspensions for each school.
M	Total suspensions divided by total enrollment; this is a measure of how frequently suspensions are necessary or resorted to (only closer analysis can determine whether suspensions are resorted to with excessive - or insufficient - frequency).

All suspension data was for the 1983-1984 school year.

ANALYSIS OF HIGH SCHOOL SUSPENSIONS BY RACE FOR THE PERIOD OF SEPTEMBER 1983 TO JANUARY 1984

SCHOOL	B Black	C Black	D Black	E White	F White	G White	H Other	I Other	J Other	K Total	L Total	M Total
Brighton High	$\frac{431}{40}$	$\frac{198}{69}$	1.73	$\frac{181}{17}$	$\frac{31}{11}$	0.65	$\frac{468}{43}$	$\frac{60}{20}$	0.46	1080	289	0.27
Jamaica Plain High	$\frac{471}{51}$	$\frac{221}{75}$	1.47	$\frac{149}{16}$	$\frac{15}{5}$	0.31	$\frac{295}{32}$	$\frac{58}{20}$	0.63	918	294	0.32
West Roxbury High	$\frac{735}{59}$	$\frac{70}{54}$	0.91	$\frac{444}{36}$	$\frac{56}{43}$	1.19	$\frac{65}{5}$	$\frac{4}{3}$	0.60	1247	130	0.10
Hyde Park High	$\frac{738}{75}$	$\frac{29}{100}$	1.33	$\frac{212}{22}$	$\frac{0}{0}$	0.00	$\frac{29}{3}$	$\frac{0}{0}$	0.00	979	29	0.03
Jeremiah E. Burke	$\frac{508}{80}$	$\frac{128}{88}$	1.10	$\frac{72}{11}$	$\frac{7}{5}$	0.45	$\frac{54}{8}$	$\frac{11}{7}$	0.88	634	146	0.23
Dorchester High	$\frac{546}{69}$	$\frac{47}{85}$	1.25	$\frac{123}{16}$	$\frac{4}{7}$	0.43	$\frac{118}{15}$	$\frac{4}{7}$	0.47	787	55	0.07
South Boston High	$\frac{393}{44}$	$\frac{66}{69}$	1.57	$\frac{256}{28}$	$\frac{22}{23}$	0.82	$\frac{262}{28}$	$\frac{8}{8}$	0.29	901	96	0.11
Charlestown High	$\frac{381}{40}$	$\frac{275}{76}$	1.90	$\frac{156}{16}$	$\frac{44}{12}$	0.75	$\frac{421}{44}$	$\frac{44}{12}$	0.27	958	363	0.38
East Boston High	$\frac{222}{23}$	$\frac{35}{38}$	1.65	$\frac{679}{70}$	$\frac{52}{57}$	0.75	$\frac{67}{7}$	$\frac{4}{5}$	0.71	968	91	0.09
Boston High	$\frac{400}{56}$	$\frac{39}{72}$	1.29	$\frac{150}{21}$	$\frac{8}{15}$	0.71	$\frac{166}{23}$	$\frac{7}{13}$	0.57	716	54	0.08
Boston Latin Academy	$\frac{425}{36}$	$\frac{23}{40}$	1.11	$\frac{601}{51}$	$\frac{32}{55}$	1.08	$\frac{155}{13}$	$\frac{3}{5}$	0.38	1181	58	0.05
Boston Latin School	$\frac{464}{21}$	$\frac{11}{61}$	2.90	$\frac{1315}{60}$	$\frac{7}{39}$	0.65	$\frac{295}{18}$	$\frac{0}{0}$	0.00	2174	18	0.01
Boston Technical High	$\frac{526}{49}$	$\frac{45}{87}$	1.78	$\frac{272}{25}$	$\frac{6}{11}$	0.44	$\frac{270}{24}$	$\frac{1}{2}$	0.08	1068	52	0.05
Copley Square High	$\frac{291}{55}$	$\frac{6}{75}$	1.36	$\frac{132}{25}$	$\frac{0}{0}$	0.00	$\frac{104}{20}$	$\frac{2}{25}$	1.25	527	8	0.02
English High	$\frac{976}{63}$	$\frac{215}{77}$	1.22	$\frac{305}{20}$	$\frac{43}{15}$	0.75	$\frac{258}{16}$	$\frac{22}{8}$	0.50	1539	280	0.18
Madison Park High	$\frac{1127}{59}$	$\frac{242}{63}$	1.07	$\frac{415}{22}$	$\frac{72}{19}$	0.86	$\frac{379}{20}$	$\frac{68}{18}$	0.90	1929	382	0.20
Umana School	$\frac{529}{54}$	$\frac{87}{64}$	1.19	$\frac{247}{25}$	$\frac{30}{22}$	0.88	$\frac{208}{21}$	$\frac{20}{14}$	0.67	984	137	0.14
McKinley(all schools)	$\frac{111}{55}$	$\frac{640}{59}$	1.07	$\frac{70}{35}$	$\frac{351}{22}$	0.91	$\frac{21}{10}$	$\frac{99}{9}$	0.90	202	1090	5.40

ANALYSIS OF MIDDLE SCHOOL SUSPENSIONS BY RACE FOR THE PERIOD OF SEPT. '83 TO JAN. '84

SCHOOL	B Black	C Black	D Black	E White	F White	G White	H Other	I Other	J Other	K Total	L Total	M Total
Edison	151 27	131 42	1.56	110 20	6 19	0.95	291 52	12 39	0.75	552	31	0.06
Taft	173 31	3 33	1.06	124 22	2 22	1.00	256 46	4 45	0.98	553	9	0.02
Curley	284 43	132 63	1.47	100 15	23 11	0.73	280 42	56 26	0.62	664	211	0.32
Lewis	134 65	36 75	1.15	40 19	4 8	0.42	33 16	8 17	1.06	207	48	0.23
Roosevelt	129 45	75 78	1.73	36 13	3 3	0.23	122 42	18 19	0.45	287	96	0.33
Irving	303 46	100 87	1.89	209 31	3 3	0.10	152 23	12 10	0.43	664	115	0.17
Lewenberg	299 76	69 86	1.13	81 21	9 11	0.52	12 4	2 3	0.75	392	80	0.20
Shaw	207 78	19 66	0.85	69 23	5 17	0.30	27 8	5 17	2.13	303	29	0.10
Rogers	407 67	21 88	1.31	180 30	1 4	0.13	22 3	2 8	2.67	609	24	0.04
Thompson	349 84	61 91	1.08	54 13	1 1	0.08	13 3	5 8	2.67	416	67	0.16
Cleveland	663 65	48 76	1.17	114 11	6 10	0.91	240 23	9 14	0.61	1012	63	0.06
Holmes	289 76	2 100	1.32	70 18	0 0	0.00	21 5	0 0	0.00	380	2	0.01
Wilson	546 82	22 96	1.17	87 13	0 0	0.00	33 4	1 4	1.00	666	23	0.03
Dearborn	226 60	8 35	0.58	97 26	12 52	2.00	54 15	3 13	0.87	377	23	0.06
Gavin	211 41	19 58	1.41	220 43	10 30	0.70	82 17	4 12	0.71	513	33	0.06
McCormack	155 27	22 27	1.00	265 46	38 46	1.00	162 28	22 27	0.96	582	82	0.14
Edwards	134 27	52 50	1.85	86 17	9 8	0.47	284 56	42 42	0.75	504	103	0.20
Michaelangelo	91 39	30 64	1.64	27 12	2 4	0.33	113 49	15 32	0.65	231	47	0.20
Timilty	234 49	105 61	1.24	64 13	22 13	1.00	178 37	46 36	0.98	476	173	0.36

ANALYSIS OF MIDDLE SCHOOL SUSPENSIONS BY RACE FOR THE PERIOD OF SEPT. '83 to JAN. '84

SCHOOL	B Black	C Black	D Black	E White	F White	G White	H Other	I Other	J Other	K Total	L Total	M Total
Barnes	$\frac{20}{3}$	$\frac{0}{0}$	0.00	$\frac{504}{83}$	$\frac{69}{91}$	1.10	$\frac{81}{14}$	$\frac{7}{9}$	0.64	605	76	0.13
Cheverus	$\frac{2}{2}$	$\frac{5}{8}$	4.00	$\frac{116}{92}$	$\frac{55}{92}$	1.00	$\frac{8}{6}$	$\frac{0}{0}$	0.00	126	60	0.48
King	$\frac{296}{57}$	$\frac{17}{85}$	1.49	$\frac{100}{19}$	$\frac{1}{5}$	0.26	$\frac{119}{23}$	$\frac{2}{10}$	0.43	515	20	0.04
Mackey	$\frac{242}{52}$	$\frac{172}{72}$	1.38	$\frac{112}{24}$	$\frac{43}{18}$	0.75	$\frac{115}{24}$	$\frac{25}{10}$	0.42	469	240	0.51
Wheatley	$\frac{190}{55}$	$\frac{15}{65}$	1.18	$\frac{83}{24}$	$\frac{5}{22}$	0.92	$\frac{73}{21}$	$\frac{3}{13}$	0.62	346	23	0.07

ANALYSIS OF ELEMENTARY SCHOOL SUSPENSIONS BY RACE FOR THE PERIOD OF SEPTEMBER 1983 TO JANUARY 1984

School	B	C	D	E	F	G	H	I	J	K	L	M
	Black	Black	Black	White	White	White	Other	Other	Other	Total	Total	Total
Baldwin	52	0	0.00	27	1	9.00	181	0	0.00	260	1	0.01
	20	0		10	100		70	0				
Hamilton	65	4	4.55	44	0	0.00	187	0	0.00	296	4	0.01
	22	100		15	0		62	0				
Tobin	159	13	1.81	58	5	2.00	288	5	0.39	505	23	0.05
	31	56		11	22		57	22				
Winship	64	1	2.78	88	0	0.00	202	1	0.86	354	2	0.01
	18	50		25	0		58	50				
Manning	78	11	2.04	52	0	0.00	30	0	0.00	160	11	0.07
	49	100		33	0		19	0				
Parkman	99	1	1.89	51	0	0.00	37	0	0.00	187	1	0.01
	53	100		27	0		20	0				
Beethoven	98	17	1.52	55	1	0.17	6	0	0.00	159	18	0.11
	62	94		35	6		4	0				
Kilmer	104	3	1.89	83	0	0.00	9	0	0.00	196	3	0.02
	53	100		42	0		5	0				
Lee	293	31	1.19	78	4	0.58	35	1	0.38	406	36	0.09
	72	86		19	11		8	3				
Lyndon	43	2	1.52	81	2	0.81	7	0	0.00	131	4	0.03
	33	50		62	50		6	0				
Mattahunt	360	1	1.85	209	0	0.00	100	0	0.00	669	1	0.00
	54	100		31	0		15	0				
Mozart	115	7	1.52	46	0	0.00	13	0	0.00	174	7	0.04
	66	100		26	0		7	0				
Philbrick	52	2	2.00	49	0	0.00	4	0	0.00	105	2	0.02
	50	100		47	0		4	0				

DF/wk

ANALYSIS OF ELEMENTARY SCHOOL SUSPENSIONS BY RACE FOR THE PERIOD OF SEPT. '83 TO JAN. '84

SCHOOL	B Black	C Black	D Black	E White	F White	G White	H Other	I Other	J Other	K Total	L Total	M Total
Eliot	90 47	13 100	2.13	31 16	0 0	0.00	71 37	0 0	0.00	192	13	0.07
Hurley	159 51	0 0	0.00	40 13	3 100	7.69	115 36	0 0	0.00	314	3	0.01
Kent	148 33	5 100	3.00	101 23	0 0	0.00	199 44	0 0	0.00	448	5	0.01
Warren/Prescott	118 28	21 95	3.39	126 32	1 5	0.16	157 40	0 0	0.00	393	22	0.06
Bradley	11 5	0 0	0.00	195 83	3 100	1.20	28 13	0 0	0.00	234	3	0.01
Curley	153 55	1 100	1.82	69 25	0 0	0.00	55 19	0 0	0.00	277	1	0.00
Guild	141 61	3 60	0.98	64 28	2 40	1.43	26 11	0 0	0.00	231	5	0.02
Hennigan	224 38	1 50	1.32	122 21	0 0	0.00	237 41	1 50	1.22	583	2	0.01
Hernandez	52 25	1 100	4.00	24 12	0 0	0.00	130 63	0 0	0.00	206	1	0.01
Jackson Mann	240 37	3 75	2.03	120 18	1 25	1.39	296 45	0 0	0.00	656	4	0.01
McKay	268 55	66 89	1.62	133 27	5 7	0.26	[illegible] 18	3 4	0.22	484	74	0.15
Ohrenberger	245 50	2 100	2.00	112 23	0 0	0.00	131 27	0 0	0.00	488	2	0.01

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ANALYSIS OF ELEMENTARY SCHOOL SUSPENSIONS BY RACE FOR THE PERIOD OF SEPT. '83 TO JAN. '84

SCHOOL	B Black	C Black	D Black	E White	F White	G White	H Other	I Other	J Other	K Total	L Total	M Total
E. Greenwood	254 65	19 95	1.46	115 30	1 5	0.17	20 6	0 0	0.00	389	20	0.05
P. A. Shaw	195 77	0 0	0.00	53 21	2 100	4.76	4 2	0 0	0.00	252	2	0.01
Endicott	133 80	7 100	1.25	20 12	0 0	0.00	14 8	0 0	0.00	167	7	0.04
Everett	137 60	1 100	1.67	77 34	0 0	0.00	15 7	0 0	0.00	229	1	0.00
Fifield	299 75	0 0	0.00	60 15	2 100	6.67	38 10	0 0	0.00	397	2	0.01
Holland	468 64	0 0	0.00	75 10	0 0	0.00	192 26	1 100	3.85	735	1	0.00
Marshall	472 64	2 100	1.56	72 10	0 0	0.00	191 26	0 0	0.00	735	2	0.00
Mather	325 67	1 100	1.50	99 21	0 0	0.00	58 11	0 0	0.00	482	1	0.00
O'Hearn	70 48	1 33	0.69	71 48	2 67	1.40	6 5	0 0	0.00	147	3	0.02
Murphy	508 75	14 93	1.24	139 21	0 0	0.00	27 4	1 7	1.75	674	15	0.02
Condon	255 33	1 100	3.00	355 47	0 0	0.00	153 20	0 0	0.00	763	1	0.00
Mason	59 46	1 100	2.17	44 35	0 0	0.00	24 19	0 0	0.00	127	1	0.01
Perkin	56 24	0 0	0.00	138 60	1 50	0.83	36 15	1 50	3.33	230	2	0.01
Perry	28 27	2 100	3.70	62 61	0 0	0.00	12 12	0 0	0.00	102	2	0.02
Tynan	181 58	2 100	1.72	111 35	0 0	0.00	22 7	0 0	0.00	314	2	0.01

APPENDIX B

BOSTON PUBLIC SCHOOLS SUSPENSIONS

YEAR	PERCENT ENROLLMENT			PERCENT SUSPENSIONS			TOTAL SUSPENSIONS			TOTAL
	BLACK	WHITE	OTHER	BLACK	WHITE	OTHER	BLACK	WHITE	OTHER	
1982-1983	47.6	30.5	21.9	69	19	12	4812	1359	841	7012
1983-1984	48.4	27.9	23.7	67	20	13	3840	1160	707	5707

APPENDIX C

ATTACHMENT III

ALTERNATIVE EDUCATION ACTION PLAN

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I. Introduction

The Traditional Method Of Developing Effective Learning has historically been and continues to be the primary curriculum, instructional style and organizational structure of regular school programs. Alternative education programs are options to the curriculum, instructional style and organizational structures of the regular education program. These options are designed for a diverse student population with equally diverse educational needs, abilities and aspirations.

A.E.P.'s within the Boston Public Schools have generally been created to increase the level and rate of a student's academic achievement, enhance a student's feeling of worth and self-esteem, expand a student's horizons, provide enrichment and unique learning opportunities, increase the holding power of schools and decrease disciplinary and absenteeism problems.

Present A.E.P. Methods Of Developing Effective Learning within the Boston Public Schools provide choices to students in several categories: 1) classroom/program 2) schools-within-schoolsclusters 3) separate site: district/citywide.

These M.O.D.E.L.s generally are characterized by a number of common features: They are generally small, voluntary, credit generating, flexible, have strong administrative leadership, involve parents and students in decision making and are usually distinguished by a theme or pedagogic style.

II. Goals

The primary goals of the Alternative Education Department of the Boston Public Schools are the same as those for the regular education programs as reflected in the curriculum objective guides published by the Department of Curriculum and Instruction. Additional programmatic goals of the Alternative Education Department are:

1. To raise students' achievement levels in the basic curriculum areas, with a special emphasis on improving reading, writing and computation skills.

2. To develop to the fullest the cognitive, social, affective, physical and creative potentialities of all students.

3. To decrease incidences of absenteeism, truancy and school-withdrawals, to increase the holding power of schools, on students, who might otherwise leave the system, and to attract students to (or back to) the Boston Public Schools.

4. To create a variety of educational programs conducive to effective learning, by encouraging the active participation of administrators, teachers and parents as well as businesses, colleges, universities and community agencies in the initiation, development, implementation and evaluation of Alternative Education Programs.

5. To develop a central support system to coordinate the initiation, development, certification, funding, management and evaluation of alternative schools and programs.

III. High School

Category 1 - Classroom/Program

English and Jamaica Plain High School - CSAPP - All CSAPP students participate in psychosocial counseling and group counseling. All students matriculate in ongoing courses offered at their respective school sites. In addition, students receive tutorial services, information referral, advocacy services and outreach and follow up services are likewise provided.

Dorchester High - Health Magnet - The program provides credits, gives a broad and general background for a career in health services, provides a behind the scenes look at hospitals and other health agencies and emphasizes skill development and internships as preparation for entry level health careers.

Jamaica Plain High - The In House Suspension Program provides both a short term and long term program. In the short term program a student reports to a designated room each morning for 3 to 5 days. There they are monitored and assisted by a teacher-in-charge and also receive counseling and tutorial assistance. The long term program is a six to eight week program for students with severe academic and social adjustments including chronic behavioral and class attendance problems.

Category 2 Schools-Within-Schools/Clusters

Schools-within-Schools

English High - There are approximately 1636 students, the school is composed of three SWS's 1) Freshmen cluster -

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basic skills orientation, block of 5 periods 2) **Fenway** - grades 10-12, college preparatory through non-traditional methods such as interdisciplinary instruction and self initiated learning 3) **Traditional/Magnet Arts** - grades 10-12 basic skills, college preparatory - academic course requirements are in excess of system wide requirements and students select classes and activities in the case of the Magnet Arts that provide a concentration in the Arts.

Madison Park - Home Base School - An SWS with an enrollment of approximately 125 students - grades 10-12. A variety of full and part time support staff work in the areas of counseling, career guidance, computer documentation and training and business agencies. The curriculum combines a core of required major subject courses and the following options. Study Skills/Writing, Communications, Computer Literacy and Instruction, Workshop Internship and Academic Tutorials.

South Boston High - SWS - a self contained program of approximately 75-80 students - any student is eligible-they can be recommended or referred by counselors, social workers, teachers or community workers. They utilize a block of five periods with flexible scheduling and independent and small group work.

Clusters

These are SWS;s specifically geared to the ninth grade in order to: facilitate improved services for all ability levels, improve communications and cooperation among teachers, better utilize and adapt material resources. These SWS's are designed to ease the students' transition to high school. Clusters currently operate at: English High School
Madison Park High School
Hyde Park High School
Dorchester High School
Charlestown High School

Category 3 Separate Site

Citywide

Another Course to College (A.C.C.) - a joint transitional studies program in collaboration with the U of Mass., Boston Harbor Campus two years of traditional and intensive college preparatory work covering a student's junior and senior high school years. There are approx. 200 students in Grades 11 and 12 whose applications are made through home high school or directly to A.C.C.

Boston Prep - grades 11 and 12 competency based, mastery learning curriculum with graduation determined by a student's successful demonstration of competency in a variety of disciplines. The program is designed for overaged high school students at least sixteen years of age and at least two years behind grade level.

IV. Middle Schools

Category One - Classroom/Programs
Cleveland Middle School - CSAPP - all CSAPP students participate in psycho social counseling and group counseling. All students matriculate in ongoing courses offered at their respective school sites. In addition, students receive tutorial services, information referral and advocacy services, outreach and follow-up services are also provided.

Category Two - Schools-Within-Schools
M.L. King Middle School - New Horizons Academy - this program emphasizes the mastery of communication, computation and critical thinking skills across the content areas. In addition to this, the school places an emphasis on experiential learning projects interdisciplinary instruction and community building activities, to enhance school climate and support basic skill development.

Category Three - Separate Sites
District -
Log School - students from District V Middle Schools are referred to this program. The program concentrates on the development of basic skills and community involvement. Educational goals and objectives focus on the strengths of each student's learning ability. Teaching strategies and presentations utilize multi method approach.

Citywide

RE CAP - school based dropout prevention and outreach program concentrating on students who are one or more years behind their appropriate chronological grade level. Through a written contract students agree to perform at a specific level of academic competence, attendance and behavior. Students meeting these contract conditions are advanced to the next grade level at mid year and again at the end of the school year. Students attend regularly scheduled classes.

V. Action Plan Recommendations FY'85 - FY'86

High School
Category One - Classroom/Program
1984-85 - A. Present programs will be stabilized and evaluated.

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B. A minimum of one new In House Intervention Program should be initiated.

1985-86 - A. minimum of one new In House Intervention Program should be implemented.

Category Two - Schools-within-Schools/Clusters

1984-85 - A. Present SWS/clusters should be stabilized and evaluated.

B. A minimum of two new SWS/Clusters should be initiated.

1985-86 - A. A minimum of two new SWS/Clusters should be implemented.

Category Three - Separate Site

Citywide -

A.C.C.

1984-85 - investigation of viability of possible expansion of A.C.C. to include a tenth grade component should be initiated.

Boston Prep

1984-85 - initiation of discussions on changing focus of Boston Prep to include an experiental/work study skills component. This program would be greatly strengthened by such a modification. Thought should be given to restructuring Boston Prep to include an A.M. Boston Prep I and a P.M. Boston Prep II with a portion of the day spent at H.H.O.R.C. or, on work study. This would double the capacity of the program, strengthen the skills offered and increase utilization of the H.H.O.R.C. site.

1985-86 - implementation of a modified Boston Prep Program

RECAP

1984-85 - an investigation of the feasibility of initiating a pilot program at the high school level utilizing the administration structure organization and structure of the Re Cap Program.

1985-86 - If feasible the implementation of a pilot High School RECAP program.

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Middle Schools

Category One - Classroom/Program

CSAAP

1984-85 - stabilization and evaluation of CSAAP program at Cleveland Middle School.

1985-86 - continuation of program contingent on evaluation and availability of funding.

Category Two - Schools-within-Schools Clusters

1984-85 - A. investigation of feasibility of expanding schools-within-Schools Program at the M.L. King Middle School.

B. identification of a second middle school site for a SWS similar to the New Horizons Academy model.

1985-86 - The initiation and implementation of a minimum of two SWS's at the Middle School level.

Category Three - Separate Site

District

1984-85 - feasibility study on the implementation of a new district alternative program modeled on the Log School/Boston Prep Program.

Citywide

1984-85 - stabilization and evaluation of Re Cap Program.

1985-86 - expansion of Re Cap program to all Middle Schools.

Elementary

Category 3 - Separate Site

Re Cap

1984-85 - feasibility study on introducing a pilot fourth grade Re Cap program at one elementary school utilizing the administration, organization and structure of the Middel School Re Cap program.

ATTACHMENT IV

CODE OF DISCIPLINE

STANDARDS OF BEHAVIOR IN THE BOSTON PUBLIC SCHOOLS

BPS
Boston Public Schools

CIRCULAR

Robert R. Spillane, Superintendent of Public Schools

No. 4, 1984-85
September 1, 1984

CODE OF DISCIPLINE
STANDARDS OF BEHAVIOR IN THE BOSTON PUBLIC SCHOOLS

To Community Superintendents, Headmasters, Principals and Other Administrative Heads:

Headmasters, Principals and Other Administrative Heads are requested to keep on file a DATED CHECK LIST signed by all personnel under their jurisdiction, as evidence that each has read this memorandum.

In July, 1984, the Boston School Committee revised the Boston Public Schools 1980 Code of Discipline. The revision is in the form of a one-sheet, two-page flyer titled, STANDARDS OF BEHAVIOR IN THE BOSTON PUBLIC SCHOOLS. This statement of behavioral expectations will be the primary tool in monitoring student conduct in all public schools.

The 1982 Code of Discipline will continue to be of use in the following areas:

A. Section 7.0 offers additional grounds for student discipline.
B. All due process procedures detailed in the 1982 Code of Discipline remain in effect in order to guarantee a fair hearing for those charged with violation of the system's Standards of Behavior.

The intent of this circular is to provide information which will assist headmasters and principals in planning and organizing for the effective implementation of the Standards of Behavior. Contained herein are directives and recommendations relative to (1) distribution of the Standards of Behavior and related materials to staff, students and parents; (2) orientation and training of staff and students; (3) development of School-Based Rules on disciplinary problems; and (4) records, reports and notices.

I. Distribution of the Standards of Behavior and Related Materials

(A) Standards of Behavior

Sufficient copies of the Standards of Behavior (Attachment I), will be provided to all schools so that one copy may be given to every student and every staff member. Each copy will be accompanied by a cover letter from the Superintendent of Schools to each parent. The cover letter will contain a parental signature section that is to be signed by the parent/guardian and the signed letter is to be returned to the school. Each school is to make a determined effort to see that every parent/guardian has acknowledged receipt of the Standards of Behavior. A file of such returns is to be maintained in each school.

Every staff member is also to be provided with a copy of the Standards of Behavior and each classroom is to have the document posted in an appropriate place.

The Standards of Behavior will be made available in all appropriate languages. Distribution of the Standards of Behavior and its attached letter to parents should be carried out as soon as possible before September 14, 1984. This distribution should be a part of the orientation and training process described below.

(B) 1982 Code of Discipline

Sufficient copies of the 1982 Code of Discipline (Orange Book) will be provided so that each classroom, school office, and district office will have at least one copy available upon request by any student, parent, or other interested party.

II. Orientation and Training of Staff and Students

(A) Standards of Behavior in the Boston Public Schools

Oral presentations of the highlights of the Standards of Behavior must be made to students on or before September 14, 1984. Such oral presentations may be made at an assembly, conducted for that purpose, by homeroom teachers, administrators, the student government leaders, or in any other manner designed to provide effective oral notice and discussion for all students.

Staff orientation to the Standards of Behavior and School Based Rules should be made during the in-service session of

September 5, 1984, and at appropriate released-time sessions throughout the school year.

Orientation and training sessions for both staff and students should include the following:

- Detailed analysis and discussion of the new document, THE STANDARDS OF BEHAVIOR
- Discussion of its relationship to the 1982 Code of Discipline. (It should be noted that Section 7.0 describes grounds for suspension in addition to those listed in the Standards of Behavior, and that the 1982 Code still serves as a manual on due process procedures).
- The following changes in the rules and regulations should be stressed:

II. (A) Standards of Behavior in the Boston Public Schools (Cont'd.)

STUDENTS WHO VIOLATE THE FOLLOWING RULES MAY BE SUSPENDED OR, IN SOME CASES, EXPELLED. EXPULSION IS EXCLUSION FROM SCHOOL FOR UP TO ONE CALENDAR YEAR. STUDENTS ARE NOT ALLOWED:

To bring to school dangerous objects of no reasonable use to a student in school, such as knives, guns, mock guns, studded belts or bracelets, or other weapons prohibited by state law. POSSESSION OF FIREARMS WILL RESULT IN EXPULSION. POSSESSION OF A DANGEROUS OBJECT WILL RESULT IN SUSPENSION. THE SECOND POSSESSION OF ANY DANGEROUS OBJECT MAY RESULT IN EXPULSION.

To threaten or to harm another person. HARMING ANOTHER PERSON WITH A WEAPON WILL RESULT IN EXPULSION. THE USE OF A MOCK GUN IN A THREATENING MANNER WILL RESULT IN EXPULSION.

To bring nonprescribed drugs, marijuana, narcotics or alcohol to school, or to use, sell or distribute such drugs or alcohol in school. SELLING OR DISTRIBUTING DRUGS MAY RESULT IN EXPULSION. (Attachment V)

In addition, a student may be expelled under Section 12.2 of the Code for inflicting serious injury on a student or staff member or for repeatedly and flagrantly violating Section 7.0, or if the student's continued presence in school should constitute an ongoing threat to the physical safety of others or to the normal functioning of the school.

The Standards of Behavior differ from the Code of Discipline in that mandatory expulsion and suspension is clearly prescribed for those offenses below. According to the Standards of Behavior, expulsion from school may be up to one calendar year.

Expulsion is mandatory when a student:

possesses any firearm
harms another person with a weapon
uses a mock gun in a threatening manner.

Expulsion is discretionary when a student:

possesses any dangerous object for the second time
sells or distributes drugs

Suspension is mandatory when a student possesses a dangerous object.

II. (A) Standards of Behavior in the Boston Public Schools (Cont'd.)

In the event that a student possesses a weapon, or possesses a controlled substance which is clearly against the law, or engages in any act deemed criminal, Headmasters/Principals must immediately notify the Community District Superintendent, the Boston Police, and John Chistolini, Department of Safety Services. If a student is believed to have committed a criminal offense, he or she may be entitled to receive Miranda warnings by a member of the Department of Safety Services before being questioned by a school administrator.

(B) Development of School-Based Rules on Disciplinary Problems

The Standards of Behavior establishes uniform rules and procedures to be followed in disciplinary actions that could result in suspension, transfer or expulsion. However, the Boston Public Schools require the establishment of school-based rules for nonsuspendable offenses and the development and consideration of nonexclusionary solutions to violations of school-based rules and where possible violations of Section 7.0 of the Code (Suspendable Offenses). The rules shall not diminish or conflict with any procedures or rights described by the Standards of Behavior and the 1982 Code of Discipline. Description of disciplinary rules shall be clear and precise. Undefined terms must be avoided and no rules shall be provided for any demeaning, degrading or physical punishment.

Although the official Standards of Behavior is the primary source for rules and regulations governing student behavior, it is recognized that the best school discipline arises from the self-motivation of the students. In order to encourage students to be responsible for their own behavior in their own school, the development of School-Based Rules is essential.

The school-based rules on disciplinary problems shall be developed in accordance with the procedures detailed in Section 4.0 of the Code and re-evaluated each year, in accordance with the same procedures. The Headmaster or Principal of each school has convened a committee as indicated in Section 4.3 for the purpose of re-evaluating his/her school-based rules.

The committees are conducting their meetings, and are allowing time for representatives of parents, teachers and students to involve their constituencies in the development of rules during the period from June 1984 to September 1, 1984. All appropriate constituencies must be represented. Each school's rules, re-evaluated or revised, shall be sent upon approval by the Administrative Head and a majority of the committee, on the enclosed Form CD-4 , to the appropriate Community Superintendent on or before August 29, 1984.

II. Orientation and Training of Staff and Students (Cont'd.)

(B) Development of School-Based Rules on Disciplinary Problems

The involvement of Community Superintendents in the ongoing process of developing School-Based Rules should expedite district level review. Form CD-4 must be completed and signed by the Community District Superintendent and Principal/Headmaster. Please note that Form CD-4 should be used for school-based rules only and is not intended to replace handbooks or other materials to be disseminated within a given school building. All School-Based Rules shall be re-evaluated, subject to approval by the Community Superintendent and the Deputy Superintendent for School Operations. Until such time as the new rules are adopted, or previous rules have been re-evaluated and approved, the previous School-Based Rules and regulations, provided they do not diminish or conflict with any procedures or rights described in the Standards of Behavior, will be in effect. The attached memorandum (Attachment III) outlines the requirements and principles governing School Based Rules development.

In addition to the changes mentioned above, the following should be addressed:

-Developing activities for students that will result in the growth of self-discipline.
-Developing a system of progressive disciplinary measures to be used in regard to referrals, parental conferences, suspensions, and other penalties.
-Reviewing the school's process for the timely reporting of incidents.
-Clarifying for students the ways in which they may report an incident which violates their rights to a peaceful, safe education.
-Identifying the person and his/her position who has the authority to suspend a student.
-Reviewing the School Safety Plan with students and staff.
-Reviewing Section 16.0 of the 1982 Code which addresses Teacher Appeal Rights in disciplinary cases.

Each Headmaster and Principal shall develop a summary of plans for orientation of all staff and students. That summary shall be submitted to the respective Community Superintendent on or before August 29, 1984. Community Superintendents will certify in writing on or before October 3, 1984 to the Office of the Deputy Superintendent/School Operations that this orientation has been completed in each school. Any school seeking assistance in developing an orientation plan should consult with the Office of the Deputy Superintendent.

III. Records, Reports, Notices

A) Records--Administration and staff are responsible for logging details, phone calls and mailings wherever required in regard to conferences, referrals, use of alternative solutions, suspensions, transfers and expulsions noted within Code of Discipline.

Administrators and staff should state specific acts, avoiding vague generalities such as "unsatisfactory conduct." They should keep parents and guardians informed at appropriate steps of all disciplinary procedures.

(B) Reports--Administrators shall continue to use the forms for reporting of incidents and suspensions which have been used over the past couple of years. The forms (attached) include:

Form A -- Report of School Incidents
Form B -- Witness Reports
Form C -- Monthly Suspension Reports (note changes)
Form D -- Monthly Assault Reports

Administrators shall keep an accurate record of all of these reports and shall continue to be responsible for forwarding copies of these forms to the Department of School Safety Services, and to the Office of the Community Superintendent. Forms A and B should be forwarded as soon as possible after an incident. Forms C and D should be sent within five days of the end of each month. Please note changes in the information required on Form C. The need for punctuality in the submission of these forms cannot be overemphasized.

(C) Principal/Headmasters will be provided with printouts identifying students suspended and the offenses for which suspension was imposed. This information is intended as an aid to reduce cumulative suspensions, is confidential, and not to be shared with other agencies.

(D) Notices--All written and oral notices required by the Standards of Behavior shall be in English and the primary language of the home. All notices shall be in simple and commonly understood words to the extent possible, and shall inform parents of the right to an interpreter of their primary language upon request.

IV. Cumulative Suspensions

As Building Administrators you are aware of the fact that many of our suspensions are for repeat violations. In order to document our efforts to avoid inappropriate multiple suspensions, and to comply with the 1982 Code of Discipline, your attention is directed to Section 11.0 CUMULATIVE SUSPENSIONS, which states, in part:

> " after a student has been subjected to suspension or long-term suspension twice in a marking period, or a total of fifteen days, or four times in a school year, whichever occurs first, the Administrative Head of the school building (this duty may not be delegated) shall conduct a meeting to explore non-punitive solutions to the problems resulting in suspension. No further suspensions except emergency suspensions may be authorized until this meeting is held or refused."

Please see the 1982 Code of Discipline for the complete text of Section 11.0.

Headmasters and Principals are requested to submit to their respective Community Superintendent, on the attached form, information that certifies the fact that the meetings have been held, or documents their efforts to hold such a meeting. The Report to Community Superintendents should include the names of all students who have been subjected to multiple suspensions through February 1, 1985, and the date that the cumulative suspension meeting was held or refused. The purpose of the meeting regarding cumulative suspensions is to explore non-punitive means of avoiding future multiple suspensions. This meeting differs from an informal hearing.

If there have been no cases of multiple suspension at a school, then Principals/Headmasters must certify NONE and sign the attached form. In order to provide you with sufficient time to offer and conduct these meetings, I ask that you submit your report to your Community Superintendent no later then February 8, 1985. Community Superintendents are asked to forward all reports to the Deputy Superintendent/School Operations with their comments no later than March 1, 1985.

V. Minimum Attendance Rules:

Staff is advised that minimum attendance rules will be enforced according to the Promotion Policy of the Boston Public Schools (i.e., more than 15% absence mandates failure); however, time absent due to suspension may not be included in counting absences towards the maximum allowable days. See Deputy Superintendent's Memorandum regarding Attendance Rules and Waiver Policy.

SUMMARY-- It is important to note that the Standards of Behavior and the 1982 Code of Discipline are corrective instruments and not punitive ones. Orientation, training and implementation of these documents must be done in a positive manner.

ALL INQUIRIES CONCERNING THIS CIRCULAR SHOULD BE ADDRESSED TO THE OFFICE OF THE DEPUTY SUPERINTENDENT/SCHOOL OPERATIONS, 26 COURT STREET, BOSTON, MASSACHUSETTS 02108, TELEPHONE NO. 726-6200, EXT. 5330.

Robert R. Spillane
Superintendent of Public Schools

Attachments:

I. Standards of Behavior
II. Letter to Parent or Guardian
III. Memorandum - School Based Rules - Modification of Approval Process
IV. Summary of Key Activities and Dates For Code of Discipline
V. Dates for Orientation and Dissemination of Standards of Behavior
VI. Form CD 4 - School-Based Rules
VII. Form CD 1 - Multiple Suspensions
VIII. Form CD 3 - Students Who Have Not Returned from Suspension
IX. Form A ----Report of School Incidents
X. Form B ----Witness Reports
XI. Form C ----Monthly Suspension Report
XII. Form D ----Monthly Assault Report

RSP/jMc

ATTACHMENT I
July 24, 1984

STANDARDS OF BEHAVIOR IN THE BOSTON PUBLIC SCHOOLS

Students have the right to an education and to all rights guaranteed by the Constitution, including the right to personal safety. In return, they must respect the rights of other students, teachers, and staff. To protect these rights, rules have been written for all students in Boston's public schools.

Learning and teaching can take place only when everyone behaves with care and respect for everyone else. Students and teachers cannot work together where there is fear, disorder or violence. The rules below will be enforced in all public schools.

STUDENTS FROM KINDERGARTEN THROUGH GRADE 12 ARE EXPECTED:

- TO COME TO SCHOOL EVERY DAY, ON TIME, TO LEARN AND TO WORK. THEY ARE ENCOURAGED TO TAKE AN ACTIVE PART IN ALL SCHOOL ACTIVITIES.
- TO BEHAVE RESPECTFULLY TOWARDS PEOPLE OF ALL AGES RACES, ETHNIC GROUPS, RELIGIONS AND OF BOTH SEXES.

STUDENTS WHO VIOLATE THE FOLLOWING RULES MAY BE SUSPENDED OR, IN SOME CASES, EXPELLED. EXPULSION IS EXCLUSION FROM SCHOOL FOR UP TO ONE CALENDAR YEAR. STUDENTS ARE NOT ALLOWED:

- To bring to school dangerous objects of no reasonable use to a student in school, such as knives, guns, mock guns, studded belts or bracelets, or other weapons prohibited by state law. POSSESSION OF FIREARMS WILL RESULT IN EXPULSION. POSSESSION OF A DANGEROUS OBJECT WILL RESULT IN SUSPENSION. THE SECOND POSSESSION OF ANY DANGEROUS OBJECT MAY RESULT IN EXPULSION.
- To threaten or to harm another person. HARMING ANOTHER PERSON WITH A WEAPON WILL RESULT IN EXPULSION. THE USE OF A MOCK GUN IN A THREATENING MANNER WILL RESULT IN EXPULSION.
- To bring nonprescribed drugs, marijuana, narcotics or alcohol to school, or to use, sell or distribute such drugs or alcohol in school. SELLING OR DISTRIBUTING DRUGS MAY RESULT IN EXPULSION.

STUDENTS WHO VIOLATE THE FOLLOWING RULES MAY BE SUSPENDED. STUDENTS ARE NOT ALLOWED:

- To take by force things that belong to other people.
- To steal.
- To damage or to deface (graffiti) property that belongs to other people or to the school.

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- To behave on school buses or at bus stops in ways that put other people in danger.
- To disrupt school, classrooms, or school-sponsored activities.
- To interfere with other students' learning -- for example, by continuously and purposefully making noise.
- To use sexually offensive or intimidating language, obscene gestures or body contact.
- To be in places in school where they should not be.
- To refuse to leave an area when requested.

Additional grounds for discipline are listed in Section 7.0 of the 1982 Code of Discipline and in each school's School-Based Rules.

Students may be removed to another classroom or school where the will continue to receive instruction and where they will be asked to examine their behavior and the problems it is causing other people an themselves. In the most serious cases, the Boston School Police and the courts will be involved. In addition, students may be expelled from school.

SPECIAL EDUCATION STAFF MUST BE DIRECTLY INVOLVED WHEN EXCLUSIONARY DISCIPLINE IS BEING CONSIDERED FOR SPECIAL EDUCATION STUDENTS.

In a democracy, everyone has the right to be treated fairly, eve when it seems that he or she has violated rules or laws. Students ar entitled to a fair hearing with notice of the time and place, under procedures outlined in the 1982 Code of Discipline. At the hearing, students and parents must be told what the charge is. They have the right to tell their side of the story.

The purpose of these standards and rules is to develop self-discipline; to prevent trouble from arising; and to make our schools safe and wholesome places in which to learn.

A COPY OF THE 1982 CODE OF DISCIPLINE IS AVAILABLE UPON REQUEST AT YOUR SCHOOL OR DISTRICT SUPERINTENDENT'S OFFICE.

Additional information and assistance may be obtained by calling STUDENTS, PARENTS AND STAFF, as follows:

STUDENTS	STAFF	PARENTS
Boston Student Advisory Council 726-6200, Ext. 5333	Office of School Operations Boston Public Schools 726-6200, Ext. 5330	Monitoring Departmen Citywide Parents Council 426-2450

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THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
ROBERT R. SPILLANE

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Dear Parent or Guardian:

The Standards of Behavior in the Boston Public Schools describes the behavioral expectations for our students. In addition to these expectations, the Standards of Behavior describe the procedures and hearing rights that must be followed to assure students, parents, teachers, and administrators that schools will maintain a safe and nondisruptive atmosphere essential to the teaching and learning process. Please note that the Standards of Behavior place great emphasis on the safety of every student.

It is the policy of the Boston Public Schools to attempt to resolve disciplinary problems by every means short of suspension from school. Fair and reasonable procedures will be followed to assure students of their rights. Students may, according to established rules, regulations and procedures, request and receive a fair hearing in any instance in which they feel they have been unfairly treated. In turn, students must recognize that, to maintain an atmosphere conducive to learning, the reasonable exercise of authority by school officials is necessary.

Parents are vital to the success of any school. We welcome and encourage parents to confer with teachers regarding the progress of their children. Their assistance is essential to the teaching and learning process. Reinforcing at home the academic and behavioral expectations of students is an invaluable contribution to the child's success at school. The active involvement of parents with the school helps to insure that their children will achieve their highest potential. Adherence to the rules and regulations in the Standards of Behavior is one way in which students can guarantee their success in school. Read the Standards of Behavior which accompanies this letter and become familiar with its contents. Please discuss these behavioral expectations with your children. If you have questions or need assistance in interpreting any portion of this document, please call your school.

It is very important that we know that each parent has received a copy of the Standards of Behavior. After signing below, have your child return this letter to his/her school.

With every good wish,

Robert R. Spillane
Superintendent of Schools

This is to acknowledge that I have received, read and understand the Standards of Behavior of the Boston Public Schools.

Name of Student(s) ____________________

Signature of Parent/Guardian ____________________

Name of School ____________________

26 COURT STREET, BOSTON, MASSACHUSETTS 02108 • 726-6200 AREA 617

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MEMORANDUM

To: Community Superintendents, Principals and Headmasters

From: Robert S. Peterkin, Deputy Superintendent/School Operations

Re: School Based Rules - Modification of Approval Process

Date: May 15, 1984

Please be advised that I have incorporated your comments into this memorandum. The result of my final review of the School Based Rules submissions for school year 1983-84, is that I have determined some changes must be made in the process. As noted before, Principals, Headmasters and Community Superintendents are responsible for the much improved School Based Rules for school year 1983-84. As a result of my review of these rules I have learned much about the day-to-day administration of the various levels of schools. It is this learning which I apply in the following changes and modifications of the School Based Rules:

1. School Based Rules must be developed, reviewed, and approved locally during the August workshop period and approved centrally no later than September 10 of a given school year. I believe appropriate student, staff and parent input can be garnered.

2. Subsequent to the approval of School Based Rules they should be POSTED.

3. Administrators MUST indicate, by name and position, who in their schools has been designated to suspend.

4. No School Based Rules or other regulations may indicate that a certain number of tardies equals an absence. Such indications would violate the Code of Discipline and render fair application of the Promotion Policy impossible.

5. Posting of School Based Rules in each school should be as set out below:
   a. Entire rules should be posted in the following areas:
      Main Office
      Trophy Area
      Teacher Lounge
   b. Applicable sections only should be posted in:
      Cafeteria
      Gymnasium
      SPC Bulletin Board
      Industrial Arts and other shops
      and, where possible, in classrooms
      Provided to each student.

The change in thinking here is to note that a major purpose of School Based Rules is their posting and dissemination.

6. Although we will continue to use the same basic form for School Based Rules as used during school year 1983-84, particular types of offenses must be addressed within School Based Rules. The purpose of this mandatory inclusion of issues is not to direct specific responses to offenses, but to delineate a range of offenses that are covered by the progressive responses to offenses. I agree that a list of 1-100 offenses with responses would not be helpful.

   These offenses are listed by level and are the result of a survey of School Based Rules submitted by the various schools by level during school year 1983-84; i.e.,

   a. - all middle and high schools must have School Based Rules which relate to student locker policy;
      - all middle and high schools must have School Based Rules that determine and specify unauthorized areas of the building clearly;
      - all middle and high schools must specify the consequences, if any, for the wearing of hats either in school or in individual classes.
      - all middle and high schools using a detention program should include a general description in School Based Rules.
      - all middle and high schools must include a section on shop safety rules.

   b. - all elementary schools must have School Based Rules that respond to the issue of misbehavior or inappropriate behavior such as wrestling/karate at recess, running (when not involved in organized games), leaving the yard-reserved areas at recess for specific activities.
      - all elementary schools must have a policy for early arrivals to school property. (See comments section below.)

6. (Cont'd.)

   c. - all schools at all levels must have School Based Rules that respond to the eating of food in unauthorized areas of the building; i.e., confiscation, etc.;
      - all schools at all levels must have School Based Rules that respond to the possession of unauthorized, inappropriate but not dangerous items, such as radios, walkmen, in the school building;
      all schools at all levels should respond to issue of vandalism and defacement of school property.

7. As during school year 1983-84, elementary schools will be asked to specify those concerns which will require administrative intervention and those concerns that are expected to be resolved by classroom teachers.

8. All elementary schools will be asked to specify the use of in-school suspension; i.e., detaining a student outside of his/her own classroom. (For example, students must be under adult supervision at all times, therefore students should not be sent to sit outside in the corridor for any offense.) I understand the need for assistance to elementary schools in this area. I have been working with staff to try to develop scheduling options and other variations on positive approaches to discipline.

9. I have provided a structure for student behavior on buses (Attachment 1), but I do request that Principals/Headmasters prescribe in their School Based Rules what non-exclusionary alternatives they might use to respond to inappropriate bus behavior. In response to your very constructive comments, I don't believe that all bus rules necessarily require daily enforcement as much as they require teaching of appropriate behavior. We will provide some form of bus "monitoring" for school year 1984-85.

   Finally, Administrators may respond to bus misbehavior by suspending or expelling students from buses AFTER A HEARING. Remember that while suspension from the bus is an "alternative to suspension" from school, it could be viewed as tantamount to suspension from school for students traveling across the city. Hence, the hearing requirement. Community Superintendents ONLY may suspend from buses longer than 5 days AFTER a hearing. The same applies to permanent exclusion from buses.

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OTHER COMMENTS:

1. Early arrivals - Elementary schools should inform parents of the unavailability of supervision at schools prior to specified times in the morning. Unless specific prior arrangements have been made, we bear no legal responsibility for early arrivals.

OTHER COMMENTS (Cont'd.)

2. Restitution - Restitution enforcement is a function of either court complaints or use of restitution as an alternative to suspension, disciplinary transfer or expulsion. Restitution may be in the form of services such as erasing graffiti.

3. Refusal of parents to cooperate -Parental refusal to cooperate (attend hearings, evaluations, etc.) should be documented thoroughly. Students should be kept out for the maximum period of suspension. Safety Services and Attendance Officers will assist in notifying parents, etc. After reasonable effort, Form 51A Complaints may be sought. Community Superintendents can be very supportive and helpful on this issue by escalating the level and seriousness of hearings.

I hope that the above changes will allow Principals/Headmasters the flexibility to respond to individual needs within their school buildings, and provide students with an awareness of exactly what rules apply within their given school building. In order to have School Based Rules approved centrally by September 10, 1984, they should be submitted to the Community Superintendent by August 29, 1984, then transmitted to the Deputy Superintendent of School Operations no later than August 31, 1984. Particularly important is the inclusion of the appropriate participants in the School Based Rules development, review and approval process.

Please contact me or Ronald Spratling if there are any questions.

Thank you for your continued cooperation.

RSP/jMc

Encl.

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ATTACHMENT IV

SUMMARY OF KEY ACTIVITIES AND DATES FOR STANDARDS and SCHOOL BASED RULES

DATES	ACTIVITIES
August 29, 1984	Orientation and training plans for Standards of Behavior due to Community Superintendents
September 5, 1984	Copies of Standards of Behavior for middle and high school students
September 5, 1984	School Based Rules completed and posted
September 5-14, 1984	Orientation and Training of staff and Students should be completed
September 14, 1984	Form CD-4 School Based Rules due from Principals/Headmasters to Community Superintendent
September 24, 1984	Form CD-4 School Based Rules due from Community Superintendents to Deputy Superintendent of School Operations
October 3, 1984	Certification of the completion of Orientation and Training Program due from Community Superintendent to Deputy Superintendent/School Operations
At the end of each month	Form CD-3, Students Who Have Not Returned From Suspension, due to Community Superintendent
Within five days of the end of each month	Form CD-3 due from Community Superintendent to Deputy Superintendent/School Operations
As soon as possible end of each month	Form A and B forwarded to Department of Safety Services
Within five days of the end of each month	Form C and D sent to Department of Safety Services
February 8, 1985	Cumulative Suspension reports, Form CD-I, due to Community Superintendent
February 15, 1985	Cumulative Suspensions reports, Form CD-1, due from Community Superintendent to Deputy Superintendent/School Operations

ATTACHMENT V

ORIENTATION AND DISSEMINATION OF STANDARDS OF BEHAVIOR

I. Orientation of Administrators and Teachers

8-10-84	Orientation of Community District Superintendents by the Deputy Superintendent/School Operations
8-15-84	Orientation of headmasters/principals by Deputy Superintendent/School Operations
9-5-84	Orientation of teachers and staff by headmasters/principals
9-6-84- 9-14-84	Orientation of students by teachers, administrators, and other staff members.

II. Activities

9-5-84 - 9-6-84	Teachers and staff call parents or guardians of all students in homeroom to tell them of the Standards of Behavior and urge them to read the document and return the Superintendent's letter signed. Teachers must make every effort to have each student return the signed letter. Before September 14, 1984 every student should have returned the signed letter to his/her homeroom teacher. This personal contact with the home also affords each teacher the opportunity to introduce himself/herself to the parents of his/her students.
9-14-84	Teachers submit a list of those students who have not returned the signed letter to the headmaster/principal. The list should include the student's name, room number, address, and telephone.
9-21-84 9-28-84	Headmasters/principals will establish and carry out a procedure to contact parents of students who have not returned the signed letter and urge them to do so.
9-28-84	Headmasters/principals submit a list of those students who have not returned the signed letter to the Community District Superintendent. The list should include the name of school, student's name, room number, address, and telephone.
9-28-84 10-19-84	Community District Superintendents will establish and carry out a procedure to contact parents of students who have not returned the signed letter and urge them to do so.
10-19-84	Community District Superintendents submit a list of those students who have not returned the signed letter to Deputy Superintendent/School Operations. List should be separated by schools and should include student's name, room number, address, and telephone.

SCHOOL-BASED RULES

SCHOOL ______________________________

PRINCIPAL ______________________________ DATE ______________________

Section I

Members of the School-Based Rules Committee

Administrators (2)	B	W	O

Parents (4)	B	W	O

Students (Middle and High Schools only) (6)	B	W	O

Teachers (2 - 4)	B	W	O

Form CD-4 School-Based Rules (2)

Section II

Dates of Meetings

____________ ____________ ____________ ____________

RULE

CONSEQUENCES FOR VIOLATION

RULE

CONSEQUENCES FOR VIOLATION

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CONSEQUENCES FOR VIOLATION

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Form CD-4 School Based Rules (4)

RULE

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CONSEQUENCES FOR VIOLATION

___

___

___

Form CD-4 School-Based Rules (5)

1. Please provide general statement of offenses which teachers are generally expected to resolve within the classroom. (Elementary Schools only)

2. Please provide general statement of offenses for which administrative intervention is likely. (Elementary Schools only)

3. Please provide general statement of class cutting policy. (middle and high schools only)

4. Please provide general statement of tardiness policy (middle and high schools only)

Signature______________________________
Principal/Headmaster

Signature______________________________
Community Superintendent

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MULTIPLE SUSPENSIONS TO ____________
Date

NAME	Age	Sex	Race	Grade	Date Suspended	Date Meeting Held or Refused

-446-

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If none, please type NONE

Signature____________ 471
Principal/Headmaster

[illegible]

SCHOOL______________________ MONTH______________________

					Date of Susp.	Date Due Back	ATTEMPTS TO CONTACT				
ADDRESS	Age	Sex	Race	Grade			Telephone Date	Certif Mail Date	Home Visit Date	Ref'd to Att. Officer Date	Other

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Signature______________________
Principal/Headmaster

[illegible] BEST COPY AVAILABLE

SCHOOL ______________________ DATE OF REPORT ____________

THIS FORM IS TO BE USED TO REPORT ALL INCIDENTS OF AN UNUSUAL NATURE AND THOSE REPORTING DISCIPLINARY ACTION IN SCHOOL BUILDINGS, ON SCHOOL GROUNDS AND IN OUTSIDE LOCATIONS WHER SCHOOL SPONSORED ACTIVITIES ARE SCHEDULED.

NAME OF PERSON REPORTING THE INCIDENT ______________________
POSITION

XGROUND INFORMATION: STUDENT NO. ________ DATE ________ TIME ________

AME ______________________ SEX ________ RACE ________ GRADE ________

DDRESS ______________________ AGE ____ H.R. ____
NO. STREET CITY ZIP

USPENDED - YES ________ NO ________ NUMBER OF DAYS ________ TELEPHONE NUMBER ________

ESCRIPTION OF INCIDENT ______________________

CTION TAKEN

COPY TO COMMUNITY SUPERINTENDENT
COPY TO DEPARTMENT OF SCHOOL SAFETY SERVICES, 55 NEW DUDLEY ST., ROXBURY, MA. 02119
COPY FOR OFFICE FILE

BUILDING ADMINISTRATOR

FORM B

CASE NO.__________

WITNESS REPORTS

DISTRICT______________________

SCHOOL______________________________________DATE OF REPORT______________________

THIS FORM IS TO BE USED FOR WITNESS REPORTS AS AN OPTIONAL SUPPLEMENT FOR FORM A - REPORT OF SCHOOL INCIDENTS.

NAME OF PERSON REPORTING THE INCIDENT______________________________________

POSITION______________________________

DESCRIPTION OF INCIDENT: (INCLUDE TIMES, DATES, PLACE, NAMES, AGES, SEX AND RACE)

PREPARE IN TRIPLICATE:
1 COPY RETAINED BY OFFICE
1 COPY TO COMMUNITY SUPERINTENDENT
1 COPY TO DEPARTMENT OF SCHOOL SAFETY SERVICES

*TO BE USED FOR WITNESS REPORTS OR PUPIL STATEMENT REPORTS

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DISTRICT ____________________

SCHOOL ____________________

SCHOOL CODE ____________________

MONTHLY SUSPENSION REPORT

MONTH ____________________

SIGNATURE OF
BUILDING ADMINISTRATOR ____________________

DATE	NAME	STUDENT NUMBER	RACE	SEX	GRADE	AGE	CLASSIFICATION (check off)				REASON(s) USE NUMBERS FROM SECT.7 OF THE CODE	ORIGINAL LENGTH OF SUSP.	ACTUAL LENGTH OF SUSP.
							EMER.	SHORT TERM	IN SCHOOL	OUT OF SCHOOL			

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(OVER)

[illegible]

MONTHLY ASSAULT REPORT

ICT ____________________

H. ____________________ MONTH ____________________

H. CODE ____________________ SIGNATURE OF BLDG. ADMIN. ____________________

TYPE		NAME OF PERSON ASSAULTED	POSITION STUDENT/STAFF	SUSPENSION		ARREST		COURT ACTION	
PHYSICAL	VERBAL			YES	NO	YES	NO	YES	NO

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APPENDIX E

ATTACHMENT V

BOSTON STUDENT HUMAN SERVICES COLLABORATIVE UPDATE

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

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[illegible]
[illegible]

MEMORANDUM

TO: President and Members, Boston School Committee

FROM: Robert R. Spillane, Superintendent

Robert R. Spillane

DATE: September 19, 1984

RE: Update Report on the Boston Student Human Services Collaborative

Attached is a status report on the development and activities of the Boston Student Human Services Collaborative.

Staff will be available at the School Committee meeting of September 25, 1984 to respond to questions regarding this report.

RS/em

Attachment

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BOSTON STUDENT HUMAN SERVICES COLLABORATIVE

Status Report - September 1984

Introduction

In September, 1983, all Boston schools were invited to apply to participate in the Boston Student Human Services Collaborative.

The purpose of the Collaborative is to facilitate the development of a more coordinated, effective and preventive human service delivery system to students and their families through the Boston Public Schools.

Seventeen schools are participating in the Collaborative and over forty public and private human service agencies are working with the Collaborative.

To date, agency committments have been demonstrated by the reallocation of agency resources, identification of new service dollars, provision of technical assistance with needs assessment/ planning activities to the Collaborative schools and development of a cooperative spirit on the part of agencies and schools towards the continued development of the Collaborative.

The Collaborative is administered by an independent Board of Directors (see Attachment #1) consisting of representatives from state agencies and private agencies, and Boston Public Schools parents, students, teachers and administrators.

This report covers the following significant developments and activities of the Collaborative for the period of May 18, 1984 to September 19, 1984.

I. Needs Assessment/Program Implementation status
II. Resource development
III. Training
IV. Funding
V. Committees of the Board of Directors

I. NEEDS ASSESSMENT/PROGRAM IMPLEMENTATION STATUS

Eight (8) schools have completed the needs assessment/ planning phase which was initiated at the April 13, 1984 Workshop on Conducting a Needs Assessment and are ready to implement programs by October 1, 1984. The schools are:

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P. J. Kennedy Elementary
Timilty Middle
M. E. Curley Middle
Irving Middle
Boston Technical High
South Boston High
Madison Park High
Boston Prep High

Seven (7) schools are engaged in the final stages of the assessment/planning process. They are:

Grew Elementary
Higginson Elementary
Tobin Elementary
Trotter Elementary
Rogers Middle
Cleveland Middle
Dorchester High

Two (2) other schools are just beginning the assessment/planning process. They are:

West Roxbury High
English High

The Collaborative will continue to provide technical assistance to those schools still engaged in needs assessment/planning process. The following major student service needs have been identified through the Collaborative schools' needs assessment process:

- individual, group and family counseling
- services for teen parents
- drug and alcohol education
- crisis intervention services
- information and referral services
- consultation to school staff around issues of child abuse and neglect (identifying it and reporting it)

The next stage in the development of the Collaborative is the signing of a formal "Memorandum of Agreement" between the school and each collaborating agency. The Memorandum of Agreement is a unique feature of the Collaborative and is designed to prevent misunderstanding and miscommunication and to ensure that expectations are clear between schools and agencies and that there is follow-through on the responsibilities of each party.

The Memorandum of Agreement is not a legally binding contract and should be viewed as a document which can be re-negotiated as needed to accommodate the changing needs of schools and agencies.

A (draft) plan has been developed to manage the process of negotiating Memoranda of Agreements. This process will begin in October, 1984.

II. RESOURCE DEVELOPMENT

The Collaborative is in the process of identifying and developing a comprehensive file on agency resources. A Human Services Resource Directory will be disseminated to schools and agencies by the end of the calendar year.

III. TRAINING

A plan for addressing on-going in-service training needs of Collaborative school/agency participants will be operational by late October 1984. Workshops for the fall will address topics of general concern such as the Memorandum of Agreement process, financial issues such as agency billing systems, state service contracts, foundation money and local fundraising strategies and in-school referral systems.

IV. FUNDING

Service Delivery Costs

As previously reported, in the May 16th report to the School Committee, the Department of Social Services in February, 1984 earmarked $200,000.00 in funding for private agencies to delivery direct individual group and family counseling services in the Collaborative schools (Attachment #2). Five (5) Collaborative school/agency projects have been funded through this first of its kind, funding allocation from a public agency.

The Collaborative is actively discussing with the Executive Office of Human Services, how to increase State monies for school level service delivery. EOHS has expressed a strong interest in working with the Collaborative to develop concrete proposals that will address service needs of students through greater public agency participation. In addition, the Collborative is exploring potential foundation and corporate support for school-based services. Obtaining funds to support service delivery costs is an urgent priority for the Collaborative, as the school year begins.

Operational/Administrative

Over the next few months the Collaborative will identify additional potential foundation and corporate support for operational costs of the Collaborative.

V. COMMITTEES OF THE BOARD OF DIRECTORS

Long Range Planning Committee

The Planning Committee completed in August 1984, a long range plan to guide the Collaborative's activities including its mission, goals and objectives. Attachment #3 is a copy of the BSHSC mission and goals statement voted on by the Board on September 19.

Evaluation Committee

The Evaluation Committee developed an RFP for an independent evaluation of the Collaborative. It has reviewed proposals submitted and will soon enter into discussions to contract for a 1984-85 Collaborative evaluation. This committee will be responsible for monitoring the evaluation process.

Training Committee

It is recognized that school and agency personnel will need support to carry out the goals of the Collaborative. The Training Committee is responsible for identifying and developing in-service/staff development resources for Collaborative schools and agency personnel.

School/Agency Pairings Committee

This committee pairs schools and agencies for needs assessment/planning and service delivery purposes. In addition, it will oversee the "Memorandum of Agreement" process.

Finance Committee

The Finance Committee will develop public and private sector funding to support operational school based service programs costs of the Collaborative.

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BOSTON STUDENT HUMAN SERVICES COLLABORATIVE

BOARD OF DIRECTOR'S (1984-85)

Executive Committee

NAME	AGENCY/SCHOOL/GROUP
Robert Gass-Chairperson	Family & Childrens' Agency Executives
Donna Makin-Vice Chairperson	Dept. of Social Services
Robert Hayden-Vice Chairperson	BPS/Office of the Superintendent
Bonnie France-Vice President	Dept. of Mental Health
Arnita Cooper-Vice President	Parent
James Walsh-Vice President	BPS/Office of Finance & Administratio
Peter Post-Vice President	Boston Panel of Agency Executives
Robert Chandler-Treasurer	United Way
Ronald Young-Secretary	Boy's & Girl's Clubs of Boston
Erline Shearer-Member at Large	Office for Children
Janet Short	Boston Public Schools/Principal

Members

Chela Tawa	Dept. of Public Welfare
John Palladino	Dept. of Youth Services
Bonnie Purnell	Dept. of Public Health
Lynn Beal	Dept. of Education
Nancy Kaufman	Executive Office of Human Services
Karen Kane	Dept. of Health & Hospitals
Joan Tighe	Alliance for Young Families
John Bartholomew	Neighborhood Centers for Youth
Richard Peters	Federation of Black Agency Directors
Roseanna Philliponi	Council of Administrators of Hispanic Agencies
To Be Filled	
Hubie Jones	University Community
William Dandridge	BPS/Office of Curriculum & Instructio
Joyce Grant	BPS/Community District Superintendent
	BPS/Office of School Operations
Kenneth Caldwell	BPS/Student Support Services
Janet Short	BPS/Elementary School Principals
Charles Ray	BPS/Middle School Principals
To Be Filled	BPS/High School Headmasters
Callie Smith	BPS/Teacher
Paula Johnson	BPS/Teacher
Ben Siegel, M.D.	Parent/Citywide Parents Council
Althea Jones	Parent/Citywide Parents Council
Maureen Walker	Parent/Home & School Association
Victoria Ko	Student
Sabrina Ware	Student
George Lamb, M.D.	Dept. of Health & Hospitals
Armando Martinez	Mayor's Office/City of Boston
To Be Filled	Boston Community Schools

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THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON STUDENT HUMAN SERVICES COLLABORATIVE

TO: President and Members, Boston School Committee

FROM: Anna Williams, Director, Boston Student Human Services Collaborative AW

DATE: October 5, 1984

RE: Addendum to the September 19 BSHSC Report

Staffing

Margaret Janey has been hired as Deputy Director by the Board of Directors effective September 4, 1984.

Under the supervision of the Director the Deputy's job goal is to implement the objectives of the Collaborative with particular emphasis on coordination, supervision and evaluation of agency services, programs, and personnel as they interface with the Boston Public Schools.

In addition, Elaine McGlothin has been hired as Administrative Secretary effective August 6, 1984. Salaries for both positions are supported by private foundation grants which are administered by the United Way of Massachusetts.

Department of Social Services (DSS) Counseling Contracts

Attached please find a revised Attachment #2 which delineates the external agencies who were awarded contracts, the schools who will receive services and the dollar amount for each contract.

The contracts were awarded by DSS utilizing their departments standards and criteria. Agency proposals were required by DSS to demonstrate evidence that the school administrator had approved the agency's intent to deliver services to the school.

cc Robert Spillane
Robert Hayden
Kenneth Caldwell

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DSS Funded Collaborative Programs - 1984-85
(Public-Private Partnership Program)

Counseling Services

Agency	School
Project Place	Timilty Middle
South Cove Community Health Center	South Boston High
Roxbury Childrens' Services	Madison Park High Boston Technical High
Ecumenical Social Action Center N. E. Home for Little Wanders	M. E. Curley Middle

Collaborative Programs Provided Through Agency Re-allocation - 1983-84

Agency	Services	School
Chinese Cultural Center	Instructional Physical Education	P. J. Kennedy Ele.
Family Services Association	Group Therapy	
Peoples' Task Force	Individual/Group Therapy	Rogers Middle
Boston Childrens' Services Association	Crisis Intervention and placement in temporary shelter career education curriculum	Boston Prepatory High
Family Boston Youth Program	Alcohol/drug education; recreational program; seminar on health issues	
Ecumenical Social Action Committee	Individual/group therapy	M. E. Curley Middle
N. E. Home for Little Wanders	Individual/group therapy	

Revised Attach. #2

DSS Funded Collaborative Programs - 1984-85
(Public-Private Partnership Program)

Counseling Services

Agency	School	Dollar Amount	
Project Place	Timilty Middle	$ 30,949.33	- DSS
		10,316.46	- Partner*
		$ 41,265.84	- TOTAL
South Cove Community Health Ctr.	South Boston High	$ 17,993.10	- DSS
		5,997.70	- Partner*
		$ 23,990.80	- TOTAL
Roxbury Childrens' Services	Madison Park High Boston Technical High	$ 99,996.00	- DSS
		33,332.00	- Partner*
		$133,328.00	- TOTAL
Ecumenical Social Action Ctr. N. E. Home for Little Wanders	M. E. Curley Middle	$ 59,923.92	- DSS
		19,974.64	- Partner*
		$ 79,898.36	- TOTAL

DSS Total	---	$208,862.40
Partner Total	---	69,620.60
GRAND TOTAL	---	$278,483.00

School Age Parenting Services 1984-85
(Non-Collaborative Schools Eligible)

Boston Y. W. C. A.	**Dorchester High Burke High	$136,724.00	- DSS
Comprehensive School Age Parenting Program	**English High	50,000.00	- DSS

*Represents a 25% dontation from the City of Boston's Neighborhood Development & Employment Agency

**Collaborative Schools

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Revised Attach. #2
Second page

Collaborative Programs Provided through Agency Re-allocation - 1983-84

Agency	Services	School
Chinese Cultural Center	Instructional Physical Ed.	P. J. Kennedy Ele.
Family Services Association	Group Therapy	P. J. Kennedy Ele.
Peoples'. Task Force	Individual/Group Therapy	Rogers Middle
Boston Childrens' Services Association	Crisis Intervention and placement in temporary shelter career education curriculum	Boston Prep. High
Family Boston Youth Program	Alcohol/drug education: recreational program; seminar on health issues	Boston Prep. High
Ecumenical Social Action Committee	Individual/group therapy	M. E. Curley Middle
N. E. Home for Little Wanders	Individual/group therapy	M. E. Curley Middle

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APPENDIX F

ENROLLEMENT AT BOSTON'S ALTERNATIVE SCHOOLS

SCHOOL	TOTAL ENROLLMENT Black	White	Other	PERCENT ENROLLMENT Black	White	Other	TOTAL
Boston Prep	38	42	2	46	51	3	82
Fenway Program (English High)	77	63	44	42	34	24	184
Home Base School (Madison Park High)	70	15	15	70	15	15	100
New Horizons Academy (King Middle)	70	40	18	55	31	14	128
School-Within-School (South Boston High)	20	38	11	29	55	16	69
Traditional Program (English High)	564	156	147	65	18	17	867

PARENT AND STUDENT ORGANIZATIONS

PARENT AND STUDENT ORGANIZATIONS

PARENT ORGANIZATIONS

ORDER Memorandum and Orders Establishing Racial Ethnic Councils, October 4, 1974.

SUMMARY

In this order the Court mandated the establishment of a three-tiered structure of citizen participation in the desegregation process. Racial Ethnic Parent Councils (REPCs), Community District Advisory Councils (CDACs), and a Citywide Parents Advisory Council (CPAC) were organized at local schools, in each of the city's nine school districts, and citywide, respectively. The Court defined the purposes of these councils as to insure adequate and impartial investigation and responsible recommendations on racially and ethnically oriented problems arising in the school; to create a means of communication among parents, students and school personnel regarding the solution of such problems; and to promote an environment of understanding among the various elements of the community. In addition, the Court outlined specific guidelines for the composition of the councils, elections of members, vacancies in membership, meetings' schedules and agendas, the incurrence and reimbursement of expenses, and the training and assistance of council members.

FINDINGS Partial Compliance

Although the basic organization and purposes of the councils have remained the same over the years, their structure and functions have been modified by subsequent orders. In general, such modifications have been designed to strengthen council operations in light of actual experience or in response to changing circumstances.

Further modifications in the structure and purposes of the councils are necessary to insure more and meaningful parent participation on the school level, to redefine the councils' desegregation monitoring responsibilities and to guarantee parent participation in meaningful decision-making and planning with the school department.
(See recommendations 2, 3 and 5 at the end of this report).

II. **ORDER** Student Desegregation Plan, May 10, 1975, pages 86-100.

SUMMARY

In this order the Court mandated the establishment of a Citywide Coordinating Council (CCC) with approximately 40 members appointed by the court. The purpose of the CCC was defined by the Court as to foster public awareness of and involvement in the process of implementation of the Court's desegregation orders, with the primary responsibility for monitoring implementation on behalf of the court. The order outlined the organizational structure of the CCC, meetings' schedules and agendas, and the powers and authority of the council. In addition, it mandated the continuation of the REPCs, CDACs and CPAC as well as defined the relationship among the CCC and the other court-ordered parent organizations.

FINDINGS Compliance

The CCC went out of business on September 1, 1978. This ended an organization whose members and staff contributed enormously to the implementation of the Court's orders. The two main reasons for the termination of the CCC were: (1) other agencies had developed to a point where they could carry on most of the activities of the CCC and (2) the funds required by the CCC for its operations were needed more urgently elsewhere.

III. **ORDER** Supplemental Order to August 24 Order Regarding Citizen Participation Groups, November 8, 1976.

SUMMARY

All functions of the District Council Liaison Committee of the CCC, especially those enumerated in the Court's order of August 24, 1976, were transferred to the CPAC and CDACs. This supplemental order addressed a question raised regarding the role of the School Committee in the selection and appointment of CDAC coordinators. The order limited the School Committee's role to compensating coordinators selected by the various CDACs. Accordingly, the Court ordered that those persons whose names were submitted for districts 3 and 5 coordinators be approved by the School Committee.

FINDINGS Compliance

Monitors have found Boston is in full compliance with this order.

IV. **ORDER** Memorandum and Further Orders as to Citizen Participation Groups, September 1, 1977.

SUMMARY

These orders and memorandum respond to recommendations for modifications in the court-ordered parent organizations filed jointly by CPAC and the CDACs. Two of the joint recommendations were emphasized as "critical" and these Court orders adopted both by (1) establishing a formal link between CPAC and the CDACs and (2) decentralizing the support and assistance to the REPCs from CPAC to the CDACs, except the CPAC would continue to supervise elections. A third recommendation was for increased staff, and the Court made no new rulings in this area. Also, other recommendations that the word "Advisory" be dropped from the titles of CPAC and the CDACs and that the Court specify 14 rights of REPCs were rejected.

FINDINGS Compliance

Boston is in full compliance with this order.

V. **ORDER** Memorandum and Further Orders as to Citizen Participation Groups (III), September 15, 1978.

SUMMARY

These orders and memorandum regarding the functions and responsibilities of citizen participation groups at the school, district and citywide levels are based for the most part on a joint motion filed by the plaintiffs and school defendants on March 13, 1978. Essentially, these orders clarified the distinction among CPAC, CDACs and REPCs responsibilities as well as the procedure for evaluating the performance of members of the staffs of the various councils and for terminating staff members whose performance is unsatisfactory.

FINDINGS Compliance

Boston is in full compliance with this order.

VI. **ORDER** Order as to Monitoring Guidelines, May 8, 1980.

SUMMARY

Generally, this ruling approved and adopted as orders of the Court with minor modification, the Procedural Guidelines for Monitoring filed by the school defendants on March 17, 1980.

FINDINGS Partial Compliance

While the CPC reports that The Procedural Guidelines for Monitoring should be modified to make them less stringent, Boston, on the other hand, maintains that the specific mandates of the guidelines, e.g., advance notice to school administrators are necessary. Monitors have found that existing guidelines make on-going monitoring of classroom activities difficult if not virtually impossible. (See recommendation 4 at the end of this report).

VII. **ORDER** Memorandum and Semi-Final Orders on the Structure of Citizen Participation in the Desegregation Process, July 20, 1982

SUMMARY

In preparation for the termination of its direct supervision of the desegregation process, the Court entered these orders and memorandum to insure the continued vitality of the parent councils. They constitute the Court's preliminary rulings on the merits of CPAC's Self-Evaluation Task Force's recommendations for modifications in the form or structure of the parent councils. The orders are designed to: (1) increase the level of parent participation in the parent councils; (2) enhance the effectiveness of the parent councils by directing their main attention to those levels of school department operations at which decisions affecting the quality and equality of education in Boston are most often made; (3) encourage the most efficient use of limited staff and financial resources available to the parent councils; and (4) simplify the structure of parent councils, restricting membership to parents of students currently enrolled.

Essentially, these orders change the old REPC/CDAC/CPAC structure of parent and community participation established pursuant to prior orders to the new SPC/DPC/CPC structure.The original purpose and basic structure of the parent councils are not changed by these orders. In addition, these orders establish a transition committee to manage the transition from the old structure to the new one.

FINDINGS Partial Compliance

Overall, there are three major problems with the present structure and functions of the parent councils: (1) parent participation on the local school level is extremely low; (2) tensions between the CPC and the school department have impeded effective parent participation in school department operations and decision-making affecting the quality and equality of education in Boston; and (3) even though the CPC is experiencing a period of relative stability, it has been in the recent and distant past riddled with organizational problems.

VIII. **ORDER** Memorandum and Further Orders as to Parent Councils, August 25, 1982.

SUMMARY

These Orders reaffirmed the Court's semi-final orders on the structure of citizen participation in the desegregation process with minor modifications. Also, they: transferred the responsibility for monitoring implementation of the student desegregation plan at the local school level from the CDACs to the SPCs; made the CDACs advisory committees to community superintendents; delegated to the CPC the responsibility for coordinating and assisting the SPCs in their monitoring efforts; and gave the parent councils the right to participate in the screening of applicants for administrative positions in the Boston Public Schools. In addition, these orders allocated an annual budget of approximately $500,000 for parent councils' operations, and directed the CPC to hire and train staff.

FINDINGS Partial Compliance

There is not compliance in three areas of this order: (1) parent councils' monitoring is fragmented, leaving some monitoring areas uncovered; (2) parents have not participated in the screening of applicants for administrative positions because the school department has continued to postpone the screening and rating for permanent community superintendent positions and central office administrative postions; and (3) the CPC has not provided adequate staff development activities and training.

CONCLUSIONS/RECOMMENDATIONS

1. Provisions should be made to maintain the parent councils as independent of the school department.

2. The election process and the length of the term of membership to SPCs should be

reviewed and modified to increase the level of parent participation.

3. The monitoring responsibilities of CPC and SPCs should be reviewed and modified to concentrate on areas of pressing need.

4. The procedural guidelines for the councils' monitoring of implementation of desegregation should be reviewed and updated in light of actual experience and changing circumstances.

5. The Court-ordered parent organizations' relationship with other parent organizations in the schools should be reviewed and clarified.

6. The CPC and local SPCs (with the support of the school department) should become more actively involved in Chapter 636 proposal development and program implementation.

STUDENT ORGANIZATIONS

The following orders cover student organizations in the Boston Public Schools.

I. RACIAL-ETHNIC STUDENT COUNCILS

ORDERS Memoranda and Order Establishing Racial-Ethnic Councils, October 4, 1974

SUMMARY

Every middle and high school shall elect a Racial-Ethnic Student Council that is composed of students from all racial and ethnic groups represented in the school. This body shall meet not less than once a month during the school year with the expressed purposes of "investigating . . . racially and ethnically oriented problems arising at the school . . . and creating a means of communication between parents, students, teachers and administrators."

FINDINGS Non-Compliance

No Racial-Ethnic Student Council (RESC) currently exists in any of the 13 high schools (out of a total of 16) that monitors have visited, and only one middle school visited had a functioning RESC (Thompson Middle School). The Student Affairs Director has confirmed these observations. Further, RESCs have not been in operation in most schools for a number of years, and little support has been provided by the school department to support the operation of these councils.

The Student Affairs Director has stated that because the "racial climate in our schools has shown a marked improvement" there may not exist the same need for RESCs that precipitated their formation. Therefore, Boston is considering initiating a modification to the Amalgamation Plan to replace the RESCs with Communication Boards in all high schools (See Monitoring Report No. 3). These Boards would be composed of students from all racial and ethnic groups in the school and would serve to mediate resolutions to school grievances and improve school-wide communication, school climate, and racial harmony. Communication Boards already existed in some form (prior to this plan) at Boston Latin School and Boston Latin Academy, while another Board was begun at Charlestown High last year.

Currently, the Student Affairs Director has met with a subcommittee of the Headmasters Association. This group has agreed on the wording to a proposed modification of the orders and this amendment is now on the November agenda of the Headmasters Association (See Appendix B). If it is agreed upon, the amendment will then be submitted to the School Committee for approval. A modification to the Orders would then be initiated and training for the implementation of Communication Boards in several high schools would be planned for January 1985. A timeline has not yet been established for implementation in all high schools.

El Comite de Padres previously expressed their concern that RESCs were sabotaged by the "deliberate" lack of support from the School Department and questioned whether Communication Boards would be treated in the same manner. It must be noted that, despite the efforts of the Student Affairs Office, Boston has been very slow to initiate the modification process, to designate funds for training and to decide on a process of implementation for Communication Boards. For example, initial funds for training of staff in 3 schools (which have yet to be identified) were targeted in April 1984, but have yet to be allocated.

Boston must decide by the end of this school year whether they will support the formation of RESCs or Communication Boards in all high schools. In either case, Boston must develop an implementation plan, training schedule, and orientation for students, faculty and administrators and allocate funds for operational support.

I. STUDENT GOVERNMENT

ORDERS Amalgamation Plan

SUMMARY

This plan establishes the school system's student government organizations, all of which are to be racially representative. It orders the formation of student councils and Racial-Ethnic Student Council subcommittees in all middle and high schools, the elections of students from each high school to serve on a city-wide student organization (Boston Student Advisory Council), the formation of a BSAC Executive Committee, and student representation on all high school School Parent Councils.

FINDINGS Partial Compliance

Boston has employed uniform student council election procedures in all middle and high schools for the past two years. The majority of schools have submitted election data to the Student Affairs Office, and all of these schools have elected racially representative councils (See Appendix A). However, at the time of this report, 13 out of 45 schools (the same number as last year although not all of them are the same schools) had not submitted any election data for this school year. In addition, as stated previously, no data has been submitted on the election of Racial-Ethnic Student Councils.

The Boston Student Advisory Council (BSAC) and BSAC Executive Committee have been racially representative and have met regularly during the entire 2-year monitoring period.

Last year, 10 out of 17 high schools elected student representatives to School Parent Councils. At the time of this report, no data was available on this year's representatives. This Order is problematic for those schools that have minimally operating SPCs. However, the Student

Affairs Director has met with representatives of the Citywide Parent Council to explore ways of increasing student representation to these councils.

CONCLUSION/RECOMMENDATIONS

Boston has operating student councils in most middle and high schools and has a functioning city-wide student organization. All of these organizations comply with racial and ethnic representation guidelines. RESCs exist in very few of the middle and high schools, and the School Department has been slow in initiating a modification to replace the RESCs with Communication Boards.

Before the Board can recommend that the Court disengage from this area, Boston should demonstrate progress in the following areas:

1. Boston must decide whether to support the implementation of RESCs in all high schools or initiate a modification to replace the RESCs with Communication Boards in all high schools.

2. A procedure, timeline and funding for training for the implementation of Communication Boards or RESCs must be identified.

3. All middle and high schools must submit yearly election data on student councils by November 1 of each school year.

BOSTON DESEGREGATION REPORT #4
STUDENT AND PARENT ORGANIZATIONS
VOLUME II ATTACHMENT

PARENT ORGANIZATIONS

1. Citywide Parents Council: Tentative Monitoring Program
2. Citywide Parents Council: Update on Elected Councils

STUDENT ORGANIZATIONS

1. Memo: Vivian Carlo to Dan French re Date Report
2. Boston Student Advisory Council
3. Memo: Vivian Carlo to Headmaster Subcomittee or Support Services Re Proposed Implementation of Communication Board/Fairness Committee

Citywide Parents Council
59 Temple Place Boston, Mass. 02111 (617)426-2450

TENTATIVE MONITORING PROGRAM (CITYWIDE) 1984-1985 CITYWIDE PARENTS COUNCIL

o TRANSPORTATION SAFETY

To monitor training and deployment of transportation attendants and numbers of safety incidents during year #1 of transportation attendant program on school buses.

METHODS: Attend transportation attendant training sessions
Survey parents regarding transportation services
Investigate individual transportation complaints

o PROMOTIONAL POLICY

To monitor the first year of implementation of the BPS Promotional Policy to determine:

- How is the BPS informing parents of the new policy and the gradual implementation schedule?
- What efforts is the BPS undertaking to promote its 85% attendance requirement among students in 1984-85?
- Whether parents are being notified of student academic problems before December 15th?
- Are schools providing on-going remediation for students in danger of being retained?
- Are Individual Review Teams established and meeting in all schools?
- What are the numbers of retentions in grade in the Boston Public Schools based on attendance failure?
- What are the numbers of retentions in grade in the Boston Public Schools based on academic failure?
- How will summer school assignments and remediation be implemented during 1984-85?

o CODE OF DISCIPLINE

To monitor the 1984-85 modified Code of Discipline of the Boston Public Schools to determine:

- Whether numbers of children are being excluded from public education for one calendar year?
- To determine whether suspensions increase signifigantly during the 1984-85 school year under the modified code?
- To review whether black and hispanic students are excluded longer and more frequently than other students?

o SCREENING COMMITTEES

To monitor and insure that parents are involved and trained to serve on local, district, and citywide screening committees to select appropriate school, district, and central personnel.

METHODS: Identify parents to serve on screening committees
Provide training for screening committee parents
Survey screening committee parents randomly regarding their participatory experiance on screening committees

Citywide Parents Council
59 Temple Place Boston, Mass. 02111 (617) 426-2450

DEPARTMENT OF FIELD SPECIALISTS

TO: Claire Crayton, Assistant Director

FROM: Mattleen Harris-Wright, Supv., Field Specialist

SUBJ: Update on Elected Councils

DATE: October 31, 1984

Attached, you will find a tentative report on the status of the elected school parent councils by school, by district.

I have not included the racial breakdown and other data, which will not be ready until mid to late November. As you know, collection of data is slow, but steady. I hope this serves to help you make a report to your immediate supervisor, and the CPC.

If you need additional information, feel free to contact me.

Also, some schools are still in the process of electing councils. I have noted the dates of those elections as much as the specialists were able to procure dates and committments from the school staffs.

Thank you.

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DISTRICT	SCHOOL	NUMBER ELECTED	OTHER ELECTION PLANS
Citywide High Schools	Brighton	10	
--	Jamaica Plain	6	
	W. Roxbury	4	
	Hyde Park	7	
	Dorchester	1	
	Burke	8	
	S. Boston	6	
	HHORC	1	
	Total	42	
One	Baldwin	13	
	Farragut	26	
	Gardner	12	
	Garfield	7	
	Hamilton	9	
	Tobin	15	
	Winship	5	
	Edison	10	
	Taft	8	
	Total	105	
Two	Agassiz	4	
	Ellis	9	
	Fuller	6	
	Higginson	4	
	Kennedy	6	
	Longfellow	0	
	Manning	7	
	Mendell	11	
	Parkman	7	
	Curley	5	
	Lewis	0	to be rescheduled
	Roosevelt	0	to be rescheduled
	Total	59	
Three	Bates	0	to be scheduled
	Beethoven	10	
	Kilmer	7	
	Lee	16	
	Lyndon	8	
	Mattahunt	13	
	Mozart	8	
	Philbrick	9	
	Sumner	9	
	Irving	0	to be scheduled
	Lewenberg	12	
	R.G. Shaw	9	
	Total	100	

508

Four	Channing	4	
	Chittick	10	
	Conley	8	
	Greenwood	12	
	Grew	6	
	Hemenway	8	
	Roosevelt	3	
	P.A. Shaw	2	
	Taylor	9	
	Rogers	5	
	Thompson	5	
	Total	76	
Five	Dickerman	11	
	Endicott	0	election 11/27
	Everett	0	election 11/13
	Fifield	8	
	S. Greenwood	2	
	Kenny	7	
	Mather	8	
	O'Hearn	0	election 11/26
	Stone	8	
	ACC	9	
	Boston Prep	5	
	Holland	2	
	Marshall	5	
	Murphy	7	
	Cleveland	12	
	Holmes	3	
	Wilson	4	
	McKinley	8	
	Total	100	
Six	Clap	5	
	Condon	4	
	Dever	12	
	Emerson	0	to be scheduled
	Mason	10	
	Perkins	17	
	Perry	9	
	Russell	5	
	Tynan	5	
	Winthrop	5	
	Dearborn	0	to be scheduled
	Gavin	7	
	McCormack	8	
	Total	97	

Seven	Blackstone	6	
	Eliot	5	
	Harvard-Kent	10	
	Hurley	8	
	Quincy	0	to be scheduled
	Warren Pres	10	
	Edwards	0	
	Michangelo	6	
	Timilty	10	
	Charlestown	6	
	Total	60	
Eight	Adams	11	
	Alighieri	6	
	Bradley	0	to be scheduled
	P. Kennedy	1	second election 11/9
	O'Donnell	6	
	Otis	9	
	Barnes	0	election 11/7
	Cheverus	0	
	East Boston	5	
	Total	51	
Nine	Curley	12	
	Guild	11	
	Hale	13	
	Haley	15	
	Hennigan	6	
	Hernandez	11	
	Jackson Mann	15	
	Mann Unit	4	
	McKay	9	
	Ohrenberger	10	
	Trotter	13	
	King	7	
	Mackey	6	
	Wheatley	9	
	Boston High	0	election not set
	Latin Academy	8	
	Latin School	21	
	Technical	16	
	Copley	17	
	English	7	
	Madison	0	election 11/8
	Umana	4	4
	Total	214	

Citywide effective 10/31 904

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE DEPUTY SUPERINTENDENT
SCHOOL OPERATIONS
Joseph M. McDonough

APPENDIX A

MEMORANDUM

TO: Dan French

FROM: Vivian D. Carlo, Director Student Affairs

RE: Data Report

DATE: November 5, 1984

1) Student representatives to School Parent Council: I have not received specific information from schools listing student reps to SPC's. I have spoken with Geraldine David and Michael Kozu at the CPC who said they would generate a memorandum to all high schools and high school programs encouraging that a student rep to the SPC be selected.

2) Student Council Data reports for high schools and middle schools are attached. Where no data has been provided memoranda have been sent to those schools encouraging compliance.

3) The BSAC and the School Committee have met once this year in October. At that time the Agreement between BSAC and the School Committee was discussed. The School Committee was still in agreement to the specifics. However, BSAC students decided on their own to re-write the agreement in language that the current BSAC can grasp as their own. They have also decided to re-work the Course Evaluation Section, directing it move toward curriculum and less specifically toward the teacher. Sub-committees on re-writing the Agreement and the Course Evaluation, including implementing have been set up. I will inform you as to the progress of both sub-committees.

4) Communication Boards/RESC's:
On October 30, 1984 I met with Tom Hennessey, Senior Advisor, High Schools; and the Headmasters Sub-committee on Support Services to discuss the amendment to the

Amalgamation Plan and the implementation of Communication Boards to replace RESC's in all high schools. After much discussion, agreement was reached. Attached you will find the most current amendment agreed upon by the subcommittee. The amendment will be placed on the Headmasters Association meeting agenda in November and along with their recommendation, will be submitted to the School Committee meeting agenda in December. With agreement a possibility at this time, training and implementation should begin in several schools no later than January, 1985. From the October 30th meeting, I believe the School Department will be committed to Communication Board implementation.

/bab

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HIGH SCHOOL STUDENT COUNCIL DATA REPORT

1984-1985 SCHOOL YEAR

	Black	White	Hispanic	Asian	Other	Male	Female	Total
A.C.C.	8	7	2	0	1	7	11	18
Boston High School	5	4	2	0	0	1	10	11
Boston Latin Academy	38	47	2	6	0	27	66	93
Boston Latin School *								
Brighton High	12	6	6	4	0	12	16	28
Boston Technical*								
Charlestown High	17	7	13	16	0	Data not provided		53
Copley Square*								
Dorchester High	19	5	4	0	0	13	15	28
East Boston	19	21	2	1	1	8	36	44
English High*								
H.H.H.O.R.C. *								
Hyde Park	58	9	0	0	3	36	34	70
Horace Mann	3	2	1	1		4	3	7
Jamaica Plain	15	4	10	0	0	10	19	29
J.E. Burke High	40	5	1	1	0	22	25	47
Madison Park	14	2	6	0	4	12	14	26
McKinley Technical	13	4	0	0	0	12	5	17
McKinley Voc.	10	6	3	0	0	17	2	19
Mario Umana	6	6	6	6	0	9	15	24
West Roxbury	24	12	0	0	0	15	21	36

* NO DATA SUBMITTED. Memo has been sent to these schools.

MIDDLE SCHOOLS STUDENT COUNCIL DATA REPORT

	Black	White	Hispanic	Asian	Other	Total
DISTRICT I						
Edison	9	4	10	12	0	35
Taft	5	6	6	4	0	22
Tobin	8	6	6	0	0	20
DISTRICT II						
M.E. Curley	10	2	19	0	0	31
Lewis *						
T. Roosevelt *						
DISTRICT III						
Irving *						
Lewenberg	7	7	0	0	0	14
R. Shaw	12	5	1	0	0	18
DISTRICT IV						
Rogers	5	5	0	0	0	10
Thompson	16	2	0	0	0	18
DISTRICT V						
Cleveland	5	5	5	0	0	15
Holmes *						
Wilson *						
DISTRICT VI						
Dearborn *						
Garvin *						
McCormack *						
DISTRICT VII						
Edwards	3	4	5	6	0	18
Michelangelo	5	5	3	5	0	18
Timilty	28	4	8	4	0	44
DISTRICT VIII						
Barnes	2	21	0	0	0	23
Cheverus	1	9	1	1	0	12
DISTRICT IX						
M.L. King	15	4	4	1	1	25
Mackey *						
Wheatley	26	9	10	4	0	49

*DATA NOT SUBMITTED

BOSTON STUDENT ADVISORY COUNCIL

1984 - 1985

Another Course to College (ACC)

Wendy Danielson
Michelle Doyle
Walter Sargent

Boston High School

Darrell Green
(No other names submitted)

Boston Latin Academy

(No names submitted)

Boston Latin School

Vivian Newdick
Izi Stahle
Erik Know
Peter Leon
Jayne Flores

Boston Technical High

Daniel Dussor
Diane Mastrangelo
Victoria Ko
Robert D. Jones

Brighton High School

Betty Tien
Leslie Ross
Ann Noseworthy
Peter Leon
Jayne Flores

Charlestown High

Pedro Ortega
Patricia Jackson
Luis Ruiz
Lisa Mayes

Dorchester High School

Paul Bleckley
Robert Chancholo
David Williams
Stephanie Martin

East Boston High

Jeannette M. Hixon
Luisa Ravida
Donna Townsend
Lynneann Hilton

English High School

Gail Giesher
Tanya Gray

Horace Mann School for the Deaf & Hearing Impaired

Walter Long
Rickey Tom
Jamie Skocik
Tuong Truong
Vanessa Smith

Humphrey Occupational Center

Edward Mattison
Melissa Clare

Hyde Park High

Daphne Edge
Bernice Campbell
Naveed Ashraf
William Lew

Copley Square High

Kim Molle
Sebrina Ware
Bernard Young
Kristen Clayton
Ruben Ortiz
Solmaria Gascott

Madison Park High

Melody Karp
Christen Jackson
Jewell Norville
Maria DePina .

McKinley School (Vocational)

Peter Gibbons
Kenneth Harvey

South Boston High

Maria Mantanio
Greg Burton
Maria Colon
Sharon Ward
Sophy Keo

Jamaica Plain High

Jose Barrios
Joseph Fergusen
Rommell Flunder

McKinley Technical School

Dwaila Pendarvis
Debora Belim
Joseph Matranga
David White

Mario Umana School

Karen Benjamin
Ernest Hill
Pei Lee Szeto
Lashanta Freeman

West Roxbury High

Cynthia Dixon
Marsha White

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THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE DEPUTY SUPERINTENDENT
SCHOOL OPERATIONS
Joseph M. McDonough

APPENDIX B

MEMORANDUM

TO: Headmasters Sub-Committee on Support Services

VDC

FROM: Vivian D. Carlo, Director Student Affairs

RE: Proposed Implementation of Communication Board/Fairness Committees

DATE: November 1, 1984

The Amalgamation Plan for Student Government mandates that each high school elect a Racial Ethnic Student Council (RESC) to serve as a subcommittee of the general Student Council. The purpose for which RESC's were proposed is to have students deal specifically with incidents of racial conflict in their schools. The racial climate in our schools has shown a marked improvement in the ten years that desegregation has been in effect. However, problems do arise in our schools over a variety of issues. And the premise that students could and should assist in the mediation of solutions to problems is a sound one. Because of this the following amendment to the Amalgamation Plan has been drafted:

> Under the supervision of the Headmaster a Communication Board as a sub-committee to the Student Council will be formed. Either by school-wide election, volunteer basis, or both, at least 10 students who racially/ethnically represent the student population will be selected. The Headmaster will appoint an individual from the staff to act as Advisor to the Board. The Board will meet on a regular basis.
>
> The purpose of the Communication Board shall be to receive and review any complaints, or issues from any student or faculty or administrative member of the school, with the stated goal of mediating a mutual resolution between the disputant parties, promoting greater school-wide communication, and improving school climate and racial harmony through increased student participation in decision making.

The Headmaster will decide the scope of issues that the Communication Board would deal with and will have final say over all recommendations made by the Board

In order to assure student participation, transportation for involved students shall be provided in the form of monthly bus passes, wherever necessary. In addition, all Communication Boards in all high schools shall be provided with the initial training to implement the Board, and shall receive on-going assistance to maintain them. Both the bus passes and the assistance will be provided by the Office of Student Affairs, Office of School Operations, 26 Court Street, Boston, MA 02108.

/bab
xc: Joseph McDonough

DISPUTE RESOLUTION

DISPUTE RESOLUTION

No disputes reached the level of State Board mediation described at section V(D)(1) of the Orders of Disengagement. The only correspondence regarding disputes received by the State Board during this period were letters sent by Plaintiff-Intervenors to the School Department, relating to Chapter 1 and native-language remedial services, as well as overcrowding and the shortage of aides in the Bilingual programs at English High School. We have no record of the School Department's response to these matters.

BOSTON DESEGREGATION REPORT #4
DISPUTE RESOLUTION
VOLUME II ATTACHMENT

1. Letter: C. Playter to R. Spillane (8/17)
2. Letter: C. Playter to M. Betcher (9/13)
3. Letter: C. Playter to M. Betcher (9/19)
4. Letter: C. Playter to M. Betcher (9/24)

LAW OFFICES OF
KEHOE, DOYLE, PLAYTER & NOVICK
NINE HAMILTON PLACE
BOSTON, MASSACHUSETTS 02108
(617) 338-0070

113 BROAD STREET
LYNN, MASSACHUSETTS 01902
(617) 599-8188

ROBERT I. DOYLE
STEPHEN J. KEHOE
EDWARD BERKIN
CAROLINE B. PLAYTER
EMILY J. NOVICK
ELIZABETH A. RODGERS
JOAN LENINGTON
MARK BRONSTEIN

Frank Banks
Jim Case
Mar[illegible]frey:
FYI

August 17, 1984

Dr. Robert Spillane
26 Court St.
Boston, MA 02108

RE: Disputes: English High School
Provision of Remedial Services in Native Language

Dear Dr. Spillane:

Please take notice that we have to date not received sufficient information from school defendants regarding remediation actions for the English High School dispute. I would request that school defendant's forthwith provide the names, language and class assignments for bilingual teaching staff and bilingual guidance personnel at English High for 1984-85; that budgetary and ordering information be provided to show remediation for the failure to provide books to bilingual children; and that information regarding remedial services for bilingual children which will be available for 1984-85 be provided, giving name of teacher or tutor, remedial subject and language in which instruction will provided. If satisfactory information is not provided promptly, we will plan to take this dispute to the State Board level based on the information given to you and to Dr. Oliver Lancaster in 1984.

Secondly, I have been informed that school defendants have failed to budget and hire teachers to provide remedial services in the native language to bilingual students in need of such services under Chapter 1 and under regularly budgeted funds. Dr. Lancaster received direct evidence of the discrimination and denial of an equal educational opportunity to bilingual children from this practice of school defendants on monitoring visits to the Blackstone and Cleveland Schools. The State Board has also reported on this to the United States District Court and the parties. As a result of the failure to provide native language remediation services bilingual children are being held back and/or placed improperly in Special Education classes. This is an issue that has been raised repeatedly by El Comite de Padres and by the Master PAC over the past years. The issue becomes even more serious this year with the apparent adoption of the Promotional Standards Policy.

If we cannot receive a prompt resolution of this dispute, we will be required to request detailed budgetary information regarding the provision of Chapter I and other remedial services including subjects offered, location of classes, racial/national origin breakdown of staff, racial/national origin, bilingual step category, grade and school of students receiving any remedial services for the past 5 school years, and all class proposals, budgets and staffing for the current school year.

Thank you in advance for your prompt attention to these matters.

Very truly yours,

Caroline B. Playter

CBP/jlw

cc: Judge Garrity
M. Betcher
H. Dinger
L. Johnson
Bil. MPAC
CPC
R. Blumenthal

Frank Banks
Jim Case
Marlene Godfrey:
FYI
/Bob

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BOSTON, MASSACHUSETTS 02108
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EMILY J. NOVICK
ELIZABETH A. RODGERS
JOAN LENINGTON
MARK BRONSTEIN

September 13, 1984

Michael Betcher, Esq.
26 Court St.
Boston, MA 02108

RE: Disputes: English High, Title I and Remedial

Dear Mr. Betcher:

We have had no response from school defendants regarding disputes on English High School Bilingual Services and the failure to provide LES students access to remedial services as set forth in my letter of August 17, 1984. Not only have the rights of Hispanic and other bilingual children to equal access and an equal educational opportunity now been denied, but your failure to respond is in violation of Section V. C (1) of the Orders of December 23, 1982.

If the dispute procedure is to be ignored by your clients, we will be required to seek direct action from the court.

I will look forward to an immediate response on these important matters.

Very truly yours,

Caroline B. Playter

CBP/jlw

cc: Judge Garrity
M. Simonds
L. Johnson
R. Blumenthal
S. Perlmulter
CPC
Bil MPAC
R. Spillane
Boston School Committee

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BOSTON, MASSACHUSETTS 02108
(617) 338-0070

113 BROAD STREET
LYNN, MASSACHUSETTS 01902
(617) 599-8188

Frank Banks
Jim Case
Marlene Godfrey:
FYI
/Bcc

ROBERT J. DOYLE
STEPHEN J. KEHOE
EDWARD BERKIN
CAROLINE B. PLAYTER
EMILY J. NOVICK
ELIZABETH A. RODGERS
JOAN LENINGTON
MARK BRONSTEIN

September 19, 1984

Michael Betcher, Esq.
26 Court St.
Boston, MA 02108

RE: Remedial Services Dispute

Dear Mr. Betcher:

Your response regarding remedial services for limited English speaking children particularly Title I services is not acceptable to plaintiff - intervenors. There is no reason why Title I services can not be provided in the native language to the many eligible children as they were in the past. We have provided specific evidence of the adverse and even illegal impact on non-English speaking children from this discriminatory policy.

We call for a meeting pursuant to Section V, C, 2 on this matter.

Thank you for your time and consideration.

Very truly yours,

Caroline B. Playter

CBP/jlw

cc: Judge Garrity
L. Johnson
R. Blumenthal
M. Simonds
CPC
Bil MPAC
R. Spillane
School Committee

Frank Banks
Jim Case
Marlene Godfrey:
FYI
/Bob

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EMILY J. NOVICK
ELIZABETH A. RODGERS
JOAN LENINGTON
MARK BRONSTEIN

September 24, 1984

Michael Betcher, Esq.
Boston School Department
5th Floor
Boston, MA

RE: ENGLISH HIGH SCHOOL - BILINGUAL OVERCROWDING
AND LACK OF BOOKS

Dear Mr. Betcher:

The information I have received from English High School shows both consistent violation in class sizes (18:1 with no aide and there are no aides at English High). We have already discussed the inadequacies of the Spanish program in terms of insufficient teachers. We will expect within the next week that a total of four certified Spanish bilingual teachers and an additional E.S.L. teacher will be in place as an interim step to compliance for the spanish program. The Haitian program is understaffed (apparently more so than the end of last year) and new students are entering in a daily basis. (I have attached figures in the over crowding as of September 20, 1984).

We call for a meeting regarding the understaffing and failure to provide books for the bilingual children. The failure to order books is inexcuseable on the part of the regular education administrators involved. The continued ignorance of or disregard for bilingual students is manifest in this "bureaucratic" error.

We will expect to hear from you promptly pursuant to Section V, C, 2 of the Court Order.

Very truly yours,

S/

Caroline B. Playter

/km
cc: Judge Garrity
M. Simonds
L. Johnson
CPC
BilmPAC
R. Blumenthal
S. Perlmutter
R. Spillane

Boston School Committee

CORREBI 9/27/84	1	2	3	4	5 [illegible]	6 [illegible] 100-11	[illegible] 7 [illegible]
ALCE	US Hist 1 220-F1 ⑦ Rm 307	World Hist. 215-F2 ~~25~~ Rm 223 (30)		US. Hist 220-F4 (26) Rm 223	World Hist. 215-F5 ~~25~~ Rm 307 (26)	[illegible]	US Hist 1 220-F7 ~~15~~ Rm 307 ⑪
ALEXANDER HR 704	ESL 1 ⑮ 132-12	ESL 1 ⑮ 132-12			ESL 2 ㉒ 133-56	ESL 2 ㉒ 133-56	ESL 3 ㉔ 134-07
ASSE HR 223	US Hist 2 221-F1 ⑱		US Hist 1 ⑲ 220-F3		US Hist 2 ㉒ 221-F5	US Hist 1 ⑫ 220-F6	US Hist 2 ⑮ 221-F7
Basseth HR 705	Algebra 1B ⑪ 420-F1	Geometry ㉔ 425-F2	Algebra 1B ⑯ 420-F3			Geometry ⑫ 425-F6	Algebra 1B ⑱ 420-F7
Berthelot HR 726	Earth Science ㉝ 550-F1		Bio 1B. ㉒ 510-F3	Health ⑲ 042-F4		Health ㉒ 042-F6	Earth Science ㉒ 550-F7
COYLE HR 728	ESL 2 ~~24~~ 132-12 ⑯	ESL 2 ~~24~~ 132-12 ⑯	ESL 3 ⑳ 134-03			ESL 1 ~~26~~ 132-67 ⑳	ESL 1 ~~26~~ 132-67 ⑳
CRONIN HR 729	Int'l Col. Prep 1 ㉚ 581-H1	~~22~~ Col. Prep. 3 583-H2	⑱ Col. Prep. 2 582-H3		Alg. 1A ⑫	Col. Prep. 2 ⑳ (Haitians) 582-F6	
DINUBLIA HR 306	ESL 4 ~~28~~ 135-01 ⑲		ESL 1 ~~24~~ 132-34 ⑳	ESL 1 ~~24~~ 132-34 ⑳		ESL 2 ⑲ 133-67	ESL 2 ⑲ 133-67
ELLIOT HR 701		ESL 1 ㉒ 132-23	ESL 1 ㉒ 132-23		ESL 2 ⑫ 133-65	ESL 2 ⑫ 133-65	ESL 3 ⑱ 134-A7
François HR 218 (ORC)	French 1 ⑯ 309-F1 Rm 325	French 3 ⑮ 315-F2 Rm 325			French 4 ⑮ 318-F5 Rm 325	French 3 ⑰ 315-F6 Rm 325	French 2 (M, W, F) 312-F7 ㉑ Rm 325 Haitian Cult. (T, TH) 277-F7
JEAN-PIERRE HR 715	Bas. Math B ⑩ 415-F1 Rm 807		Alg. 1A ⑯ 420-F3 Rm 704	Bas. Math A ㉓ 415-F4 Rm 704	Bas. Math A ⑰ 415-F5 Rm 705		Bas. Math B ⑪ 415-F7 Rm 804
KALANTZIS Rm 317	ESL 3 ⑳ 134-01	ESL 2 ㉑ 133-23	ESL 2 ㉑ 133-23		ESL 1 ㉒ 132-56	ESL 1 ㉒ 132-56	

527

528

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	1	2	3	4	5	6	7
LACOMBE HR702	Bio 1A 510-F1 16	Health 17 042-F2		Bio 1A 27 510-F4		Bio 1B 11 510-F6	Bio 1A 18 510-F7
LUC HR307	Computer Lit. 479-F1 Rm 405	Alg. 1A 420-F2		Alg. 1A 420-F4		Alg. 1A 420-F6	Computer Lit. 479-F7 Rm 404
Saintil	French 2 (M,W,F) 21 312-F1 Hait. Cul. (T,TH) 277-F1 Rm 525	French 4 318-F2 Rm 726 15		French 2 (M,W,F) 312-F4 Hait. Cul. (T,TH) 277-F4 25 Rm 729	French 3 315-F5 Rm 726 22		French 1 309-F7 Rm 729 15
SEDA HR 823 82A (ORC)	Latin Am. Hist. 234-H1 Rm 823 24			Earth Science 550-H4 25 Rm 525	Bas. Math 415-H5 18 Rm 525		Spanish 27 394-H7 Rm 525
SHAMON HR 924 92A (ORC)	ESL 2 16 133-21 Rm 924	ESL 2 16 133-21 Rm 924		ESL 5 13 136-04 Rm 317		Intl. Col. Prep 1 581-F6 23 Rm 204	ESL 4 14 135-07 Rm 205
SYVORAVONG Rm 224	Lao 3 396-L1 6	Bas. Math 5 415-L2			Alg. 1 10 420-L1	Laotian Cult. 16 279-L6	Geometry 5 425-L7
WOOTIRAT HR 313	Earth Science 550-L1	~~Health~~ 04~~2-L~~3	Health 8 042-L3	Bio. 1 8 510-L4		US Hist 1 220-L6	World Hist 6 215-L7
ESL #7			ESL 2 20 133-34 Rm 325	ESL 2 20 133-34 Rm 325		ESL 1 132-76 Rm 724	ESL 1 132-76 Rm 724

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MODIFICATIONS

MODIFICATIONS

Negotiations concerning proposed modifications to orders regarding the screening and rating of administrative appointments continued throughout the summer of 1984. At the close of these discussions, the School Committee filed its proposed modification with the Court on October 11. This modification, with minor modifications by the Court, was adopted on November 26, except for the proposal to maintain the then-current percentage of other minority administrators during periods of staff reduction. With regard to this last portion of the proposed modification, the Court directed the Boston Teachers Union to file offers of proof and a brief in opposition, with leave for other parties to respond. Both the Union and the parties supporting the layoff proposal filed briefs in December.

Additional motions to modify outstanding orders were filed on December 20, 1984. The State Board, with the assent of both the School Defendants and the City of Boston, requested an extension of the Unified Facilities Plan filing deadline. The School Defendants also filed 10 numbered assignment modification proposals, plus a more sweeping motion to modify the assignment process on a pilot basis through the consolidation of present Districts III and IV. At the time this monitoring report was being printed, the Court had not ruled on these motions.

BOSTON DESEGREGATION REPORT #4
MODIFICATIONS
VOLUME II ATTACHMENT

1. Motion to Modify Administrative Rating and Screening Procedures

2. Support Data for Administrative Rating and Screening Proposal for Modification

    a. Memo: R. Spillane to School Committee

    b. Memo: B. Fields to R. Spillane (8/21)

    c. Memo: B. Fields to R. Spillane (8/29)

    d. Letter: C. Playter to M. Betcher (7/26)

    e. Letter: Lucille Koch to M. Betcher (8/28)

    f. Chart: Administrative Positions as of June 26

    g. Ruling: Judge A. Garrity on Administrative Rating and Screening Procedure (11/26)

    h. Procedural Order: Judge A. Garrity on Administrative and Rating Procedure (11/26)

3. State Defendants' Motion to Modify Order, U.F.P.

4. Memo: I support of Modifications to U.F.P.

5. School Defendants' Motion to Modify School Assignment Plan

6. Boston Public School Proposal to Revised Assignment Standards for Consolidated Districts III and IV (including support data)

UNITED STATES DISTRICT COURT

DISTRICT OF MASSACHUSETTS

TALLULAH MORGAN, ET AL., Plaintiffs, v. RITA WALSH-TOMASINI, ET AL., Defendants.	CIVIL ACTION NO. 72-911-G

SCHOOL DEFENDANTS MOTION TO MODIFY ADMINISTRATOR RATING AND SCREENING PROCEDURES

The School Defendants move this Court to modify this Court's orders of February 24, 1976, as amended, to permit the implementation of a proposal set forth in the memorandum dated August 29, 1984 from Senior Officer Barbara E. Fields to Superintendent Robert R. Spillane. ("Fields Mem.") This proposal is amended by memoranda dated September 21, 1984 from Senior Officer Fields to Superintendent Spillane and from Superintendent Spillane to the Boston School Committee. This proposal, as amended, is attached as Exhibit A. Specifically, this motion seeks to modify the outstanding orders in three respects:

1. It seeks the exemption of certain non-academic administrative positions from the full rating and screening procedures, Fields Mem. at 2-3, 5-6, and proposes to substitute

the streamlined procedure described in the Superintendent's Memorandum at page 2.

2. It seeks approval of a one-time expedited procedure for making permanent appointments to certain administrative positions where the incumbent receives the approval of the appropriate parent group and supervisors. Fields Mem. at 3-4.

3. It seeks permanent modifications to the existing rating and screening procedures:

(a) reducing the number of screening committees;

(b) reducing the membership on the screening committees, and

(c) eliminating the Councils of Senior Officers and the Community Superintendents Screening Committees. Fields Mem. at 4-5, 7-9.

Pursuant to section VI of the Memorandum and Orders of Disengagement (December 23, 1982), these modifications proposed have previously been presented to all other parties, the limited intervenors, and the CPC and have been the subject of negotiations under the auspices of the State Board. Attached to the Fields Mem. are written statements of the positions of plaintiffs, El Comite and the CPC. The final version of the School Defendants' proposal has been drafted to accommodate most of the concerns articulated.

The rationale for this proposal is set forth in the Fields Mem. In the short run, it will serve to reduce substantially the considerable backlog of administrators serving in acting positions. In addition, by streamlining the existing procedures, the proposal will reduce the likelihood of future backlogs. The proposal will have no negative impact on the rights of minority students since it will have no effect on the affirmative action goals set forth in this Court's outstanding orders. Indeed, the School Committee proposes to undertake even more aggressive affirmative action measures than currently are required by the outstanding orders. See Fields Mem. at 5, as modified by Field's 9/21/84 Memorandum.

The proposal is timely filed and ripe for decision. It can be implemented immediately.

The filing of this motion is not intended to affect the outcome of a proceeding currently pending before the State Labor Relations Commission regarding the bargaining unit placement of six job titles: department head, program advisor, development officer, school registrar, clinical coordinator, and academic coordinator. The Boston Teachers Union ("BTU") contends that these positions (other than department head) are essentially identical to positions which have never been subject to rating and screening. If the Labor Relations Commission accepts the

BTU position with respect to any of these five positions, the School Defendants will not, unless ordered to do so by the Court, subject such positions to the rating and screening procedures without first satisfying any bargaining obligation with the BTU. The position of department head will be subject to rating and screening regardless of the outcome of the Labor Relations Commission proceedings.

Respectfully submitted,

THE SCHOOL DEFENDANTS

By their attorneys,

10/11/84
Date

Marshall Simonds, P.C.
Henry C. Dinger
GOODWIN, PROCTER & HOAR
28 State Street
Boston, Massachusetts 02109
(617) 523-5700

ITEM 19

SEP 25 1984

September 21, 1984

MEMORANDUM

TO: President and Members,
Boston School Committee

FROM: Robert R. Spillane, Superintendent Robert R Spillane

SUBJECT: Amendment to Proposed Modifications to
Administrative Desegregation Order

Attached you will find a revision regarding the attainment of ten percent total Other Minority administrators by January, 1986, which was worked out between our staff and Attorney Caroline Playter.

My staff has spent considerable time working toward the agreement with lawyers for the plaintiff classes, intervenors and the Department of Education, and the Citywide Parents Council.

I recommend approval of this proposed modification to the Court Order as I believe it represents a beginning step toward disengagement from the Court as the result of consensus between the parties.

I recommend, however, that the Committee approve one additional change to the proposed modification, a change which I believe all parties would support.

Part A. seeks to exempt non-academic administrators from the full screening process. However, it is essential that there be established in its place a standard, open and fair process. Accordingly, I recommend that you approve and the Court adopt the following selection procedure for filling new non-academic administrative vacancies:

1. All non-academic administrative positions shall be posted and advertised in accordance with School Committee policy.

2. The Department of Personnel and Labor Relations shall review all applications and make a determination of eligibility. Adverse determinations of eligibility may be appealed within five (5) working days to the Deputy Superintendent/Senior Officer responsible for the position, who shall confer with the Office for Equal Opportunity.

3. The Deputy Superintendent/Senior Officer shall convene and chair a panel consisting of at least three relevant administrators or other appropriate individuals, at least one White, one Black and one Other Minority, to review the applications of each eligible candidate. The panel shall forward to the Superintendent the names and rankings of at least four finalists, one of whom must be Black and one Other Minority (unless there are no applicants from the racial group after extensive documented recruiting efforts).

If the Court were to order such a selection process for non-academic administrators, I am confident that the School Department will have sufficient flexibility to fill such positions promptly, consistent with adequate safeguards for an open and fair process.

ctm

Attachments

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF EQUAL OPPORTUNITY

19 A

September 21, 1984

TO: Robert R. Spillane, Superintendent

FROM: Barbara E. Fields, Senior Officer
Equal Opportunity

RE: Amendment to Language in Modifications to Promotional Rating Process

To address concerns expressed regarding possible budgetary constraints, a possible decrease in the number of future administrative vacancies, and the impact this will have on the proposed goal for attaining 10% total Other Minority administrators by January 1986, I recommend the following language revision in the proposal.

On page 5 line 20, after....
"It is further recommended that the School Committee commit itself to the attainment of 10% total Other Minority administrators by January 1986".

add....

"In order to attain this goal the appointment of Other Minorities will be made at the rate of at least one out of three. If there is a reduction in force or layoffs, the percentage attained will be maintained. If this goal cannot be reached by January 1986, the one to three hiring rate will continue until the goal has been met".

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THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
[illegible]

[illegible] '84 19B

Approved
Robert R. Spillane
8/29/84

M E M O R A N D U M

TO: Robert R. Spillane, Superintendent

FROM: Barbara E. Fields, Senior Officer
Equal Opportunity

DATE: August 29, 1984

RE: Proposal to Eliminate Backlog of Acting Positions and Modification to the Promotional Rating Process

As a result of your recommendation and the School Committee's approval to proceed with the proposed modification to the Promotional Rating Process, Attorney Betcher, Robert Hayden, and I have been meeting with the parties on record to the desegregation case. We have had productive and helpful meetings and have reached a basic consensus on a fair and equitable process to eliminate the backlog of acting positions and a proposal to modify the Promotional Rating Process.

As you are aware, there were 372 acting positions as of June 26, 1984. They include 11 Headmasters/Principals, 40 Assistant Headmaster/Assistant Principals, 137 Department Heads, Development Officers and Registrars, most of whom were appointed within the last year due to reorganization and strengthening of the high schools. Also included are 147 central administrative positions. The remaining 38 positions are school-based and district office positions. In order to make permanent appointments to the positions, they must be promotionally rated. The extraordinarily large number of positions to be rated and the amount of time consumed in conducting these ratings would remove the Deputy Superintendents, Senior Officers and Community Superintendents from their daily responsibilities for an indefinite time as they must serve as chairpersons of the screening committees under the present orders. Many parents, teachers, middle and upper level administrators, as well as students would be involved on a continuous basis in screening and interviewing candidates. To place this demand on the aforementioned parties to establish and conduct the hundreds of screening committees given their other responsibilities is impractical at this time and in my opinion, not in the best interest of the intent of the Federal Court Order. If we were to try to rate

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all or most of these positions according to present court-ordered procedures or even a modification of present procedures, we would be unable to reduce significantly the tremendous backlog. The Evaluation Unit, responsible for determining the eligibility of applicants, just is not staffed to pre-screen the resumes of thousands of applicants in a short period of time.

Due to these factors and a desire by the parties to avoid a recurrence of a backlog in the future, the parties have agreed to: a) exempt non-academic positions from the promotional rating process, b) expedite on a one time basis only the conversion of certain positions where incumbents were in place as of the March 15, 1984 Court Report, to permanent status and c) streamline the promotional rating process to be used for all future screenings.

A. Exemption of Non-Academic Positions

These positions do not directly impact academically on the educational process. They are technical, management positions. Positions in this category are: (a) all positions under the Deputy Superintendent/ Finance and Administration; (b) Facilities Management, and Food Services; (c) Transportation and Records Management Units in the Department of Implementation and (d) the Business Agent and Specialist/Occupational Grants Manager at the HHORC. For the long term, we recommend that the above-stated positions not be included in the formal promotional rating procedure. For the interim exemption procedure (one time only) we recommend utilization of the following steps:

- Where there has previously been a posting and selection process, the appropriate Deputy Superintendent/Senior Officer, upon recommendation of the Responsibility Center Manager, will review past performance and decide upon making recommendations for permanent status to the Superintendent. The Superintendent would then decide upon making recommendations for approval by the School Committee.

- Where there has not been a previous posting and selection process, the positions will be advertised and the selection process will occur

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prior to the review and recommendations of the Responsibility Center Manager and Deputy Superintendent/Senior Officer.

- *The Affirmative Action Policy Statement's guidelines* adopted by the School Committee on December 13, 1983 will be followed to ensure racial/ethnic representation. The Staffing goals set by the Committee are 25% Black and 10% Other Minority.

B. Expedited Process

For school-based positions, other than Headmaster/Principal and Assistant Headmaster/Assistant Principal, the Headmaster and the School Parent Council, acting by a majority of its duly elected co-chairs, will determine whether incumbents will be recommended to the Community Superintendent, the Deputy Superintendent/School Operations, and the Superintendent for permanent appointment. If an incumbent does not receive the approval of the aforementioned parties, the position will be posted for the full rating process. Appointments within each category will be reviewed carefully to make progress toward the 25% Black and 10% Other Minority staffing goals of the Boston Public School's *Affirmative Action Policy Statement* guidelines. If it should appear that any position has been filled without a posting, then that position will be subjected to the full rating process.

For central academic positions not exempted from promotional rating, the Responsibility Center Managers and three parents designated by CPC and one parent designate from MasterPAC will determine whether incumbents will be recommended to the appropriate Deputy Superintendent/Senior Officer and to the Superintendent for permanent appointment by the School Committee. If an incumbent does not receive the approval of the aforementioned parties, the position will be posted for a full rating process. Where there has not been a previous posting and selection process, the positions will be advertised and the selection process will occur prior to the review and recommendations of the Responsibility Center Manager and Deputy Superintendent/Senior Officer.

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If we are able to address the above positions by exemption or an expedited process, we will be able to reduce the "acting positions" backlog from 372 to approximately 91 positions. The remaining positions are made up mostly of Headmaster/Principals, Assistant Headmaster/Assistant Principals, and the positions in Student Support Services. These positions are of such a sensitive nature that they do not lend themselves to exemption or expedited process. We have therefore begun to post and rate these positions by the current process. However, it is our hope and expectation that the Court will approve the modifications to the promotional rating process outlined below which could then be utilized in eradicating the remaining backlog.

C. Modifications to the Outstanding Court Order on Promotional Ratings

The proposed procedure for all future ratings includes some of the best features of the current court-ordered process, while streamlining the amount of time and bureaucratic layers involved in that process.

The proposal differs from the present promotional rating process in that it:

- reduces the number of screening committees from five to two.
- exempts most non-academic administrative positions.
- decreases the membership on the screening committees to a more workable number.
- eliminates the Councils of Senior Officers and Community Superintendents Screening Committees to streamline the process and avoid duplication of efforts.

The proposed modification adheres to the intent of the Promotional Rating Process as it:

- maintains maximum parental involvement in the process.
- ensures participation of all racial/ethnic groups.
- requires posting and, if necessary, advertising and

recruitment in order to solicit a pool of qualified racially representative candidates for all positions.

- allows student participation for secondary school-based positions.
- provides the opportunity for community input in the central and district office ratings.

Although the non-academic administrative positions have been exempted from promotional rating in this proposal, it is still the expressed intent of this proposal that all positions will be posted. Departments in need of desegregation efforts must comply with the provisions of the Affirmative Action Policy Statement and recruit and recommend Blacks and Other Minorities where they are underutilized or not represented. It is recommended that the School Committee accept the inclusion of non-academic administrators of comparable status as part of the so-called Category III administrators. The School Committee should reaffirm its intent to make permanent appointments -- whether by the exempt process, the expedited process or the full rating process -- at the rate of 25% Black for Category I and II administrators, and at the rate of 20% Black for Category III administrators. It is further recommended that the School Committee commit itself to the attainment of 10% total Other Minority administrators by January 1986. Through the procedures outlined in this document and through the filling of future vacancies, this goal seems feasible.

Following is the Proposed Modification to the outstanding orders of the Federal Court Order on Promotional Ratings. I have also attached copies of correspondence from the parties outlining their support for the proposals as well as their last positions which have in almost all cases been incorporated into this document.

PROPOSED MODIFICATIONS TO THE PROMOTIONAL RATING PROCESS

Applicability

Academic administrative positions which provide or impact heavily on direct services to students will be covered by the Promotional Rating Process. Specifically, these positions are those listed below and any comparable positions.

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School-Based

Headmaster/Principal
Assistant Headmaster/Assistant Principal
Director of Instruction
Guidance Counselor
Cluster Administrator (Humphrey Center)
Department Head
Development Officer
School Registrar

Special Schools/Programs (Special/Alternative Education)

Program Director
Assistant Program Director
Clinical Coordinator
Program Advisor
Coordinator
Project Director
Senior Coordinators

District Office

Community Superintendent
Administrative Assistant
Pupil Adjustment Counselor
School Psychologist
Supervisors of Attendance

Central Office

Positions within - Curriculum and Instruction
Student Support Services
School Safety (Excluding school police officers)
Department of Implementation (Excluding the Transportation and Records Management Units)
and the
Senior Officer for Equal Opportunity

Positions previously covered by the Promotional Rating Process but now exempted will continue to be filled on a desegregated basis in conformance with the Affirmative Action Plan.

Promotional Rating Procedures

A. All positions to be promotionally rated shall be posted in all schools and departments by way of Personnel Circular. Extra efforts, such as recruitment, newspaper advertisement, etc., shall be undertaken to ensure a pool of qualified black and other minority candidates.

B. The Department of Personnel Management shall be the recipient of all applications.

C. The Department of Personnel Management shall determine eligibility of all candidates. Adverse determinations of eligibility may be appealed in writing to the Manager of Personnel by an applicant within five (5) working days of such notification. The appeal must be reviewed by the Manager of Personnel in consultation with the Office of Equal Opportunity and decided within five (5) working days after receipt of the appeal.

D. CPC and MasterPAC shall receive a copy of the announcement of the promotional rating at least twelve (12) working days prior to convening of this committee as written notice of intent to form a screening committee. CPC and MasterPAC shall within five (5) working days after receipt of the announcement submit to the Department of Personnel Management the names, addresses and telephone numbers of the parent participants. Upon receipt of such information, the Department of Personnel Management shall give seven (7) working days written notice to each screening committee member prior to the first meeting.

E. The names and applications of all eligible candidates will be forwarded to the appropriate screening committee. If the screening committee is dissatisfied with the minority applicant pool, additional recruitment efforts will be made before the process continues.

F. The members of the screening committee shall interview candidates, select finalists, and submit a ranked list in order of preference to the appropriate Community Superintendent, Deputy Superintendent or Senior Officer who may, at his or her discretion, interview one or more of the finalists and/or comment on any particular candidate.

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G. The Deputy Superintendent/Senior Officer shall forward the list of finalists, inclusive of the comments, to the Superintendent for consideration for nomination to the School Committee.

H. The Superintendent will notify the screening committee of the decision in writing within four (4) weeks. The Superintendent maintains the option to select a candidate from the ranked list or to reject all of the finalists.

Interview

Members of the screening committee shall evaluate the candidate's knowledge in the job area, interpersonal skills, commitment, interest in the position, and managerial or supervisory skills.

Individual members of the screening committee shall use scoring sheets to assist them in rank ordering candidates. All members are equal in status and shall have one vote.

The ranked list of finalists must include at least four (4) candidates, one of whom must be black and one other minority (unless there are no applicants from the racial group after extensive documented recruiting efforts).

Screening Committees

There will be two (2) screening committee procedures. One for school-based administrative positions and one for district and central office administrative positions. They differ in that students will play a greater role in the selection process for the school-based positions. The Councils of Senior Officers and Community Superintendents have been eliminated and their involvement in the process will be in an advisory capacity to the Superintendent.

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Composition of Screening Committees

Screening Committee for School-Based Positions

Membership shall include:

1 Headmaster/Principal (Chairperson)
*1 Teacher selected by the Boston Teachers' Union
*2 Additional School Department Employees selected by the Community Superintendent
3 Parents (1Black, 1 White, 1 Other Minority) selected by the School Parent Council
1 Bilingual parent chosen by the MasterPAC or SubPAC in consultation with the School Parent Council
2 Students (1 Black, 1 White or from any racial ethnic group entitled to full membership on the Racial Ethnic Student Council) selected by the Racial Ethnic Student Council. Applies to high school level only
1 Community Superintendent (Chairperson for Headmaster/Principal rating only)

Screening Committee for Central and District Office Positions

Membership shall include:

The Responsibility Center Manager for position being screened (Chairperson)
*1 Teacher selected by Boston Teachers' Union
*2 Additional School Department Employees of which one will be selected by BASAS and the other selected by the appropriate Deputy Superintendent or Senior Officer
3 Parents (1Black, 1 White, 1 Other Minority) selected by the Citywide Parents Council
1 Bilingual parent chosen by the MasterPAC in consultation with the Citywide Parents Council
*1 Non-School Department person with expertise in the area selected by the Superintendent in consultation with the chairperson
1 Deputy Superintendent (Chairperson for Community Superintendent ratings only) selected by the Superintendent

(* The chairperson must ensure that those selections enhance the racial composition of the Screening Committee.)

CENTER FOR LAW AND EDUCATION, Inc.

JUL 25 1984

Gutman Library, 3rd Floor
6 Appian Way
Cambridge, Massachusetts 02138
617-495-4666

July 23, 1984

Michael Betcher
General Counsel
Boston Public Schools
26 Court Street, 5th Floor
Boston, MA 02108

Re: Morgan v. Walsh-Tomasini

Dear Mr. Betcher:

I am agreed to the School Department's proposed modifications of the Order for Desegregation of Administrative Staff, as amended, (see Attachment A), if the goal to increase and stabilize permanent employment is joined to the desegregation goal of accomplishing 25% Black, Category I and II administrators and 20% Black Category III administrators, as set out in Judge Garrity's orders of February 24, 1976.

I would submit that both goals could be compatibly reached, if the future employment of Black administrators under the proposed modifications were at the following rates:

1. 25% of the permanent appointments to Category I positions, i.e., headmaster and principals.

. 25% of the permanent appointments to Category II positions, i.e., all other administrative positions.

3. 20% of permanent appointments to Category III positions, i.e., directors, associate directors, assistant directors, supervisors, division heads, coordinators, directors, and any newly established equivalent position, whether "academic" or "non-academic".

Further, all appointments should be made in the spirit of Judge Garrity's prohibition against segregating Black administrators within the School Department.

Finally, I would require timely notice of the race, position and placement of all employees hired pursuant to the proposed modifications.

Yours truly,

Larry J. Johnson

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cc: Parties of Record

LAW OFFICES OF
KEHOE, DOYLE, PLAYTER & NOVICK
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ROBERT I DOYLE
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EDWARD BERKIN
CAROLINE B. PLAYTER
EMILY I. NOVICK
ELIZABETH A. RODGERS
JOAN LENINGTON
MARK BRONSTEIN

July 26, 1984

Michael Betcher, Esq.
General Counsel
26 Court St.
Boston, MA 02108

RE: Modification of Administrator Desegregation Order

Dear Michael:

I would be agreeable to school defendant's proposed modification to exempt certain positions and expedite the filling of others, including certain central administrative positions on the following conditions:

1. That an expedited procedure including parent and Bilingual parent representation is developed for the expedited procedure for central administrative staff similar to that proposed for school based;

2. That school defendants agree that on or before January 1, 1985 by whatever means permanent hiring is done they will achieve at least a total of 10% Hispanic and other minority administrative staff (this means the hiring of approximately 17 additional Hispanic and other minority administrators out of 372 acting positions to be filed) and that by January 1, 1986 they will achieve at least 10% Hispanic and other minority administrators in each of Category I and Category II. A review of the administrative staff and acting appointments shows there is a serious lack of desegregation progress for Hispanics in the offices of:

Business Manager
Information Systems Development
Budget
Facilities
Record Management
Transportation
Safety
Curriculum and Instruction
Chapter I
Instructional Services
Testing and Evaluation
Department of Educational Employment Services
And of course, Special Education

There appears to be ample room for desegregation progress at this time.

I will also expect some adjustments in your proposed Promotional Rating Procedures to reflect concerns raised in the most recent meeting of the parties i.e. that the EEO officer will be involved in the candidate appeal procedure; that more advance notice of screenings will be given to parent organizations; and that there will be bilingual parent representation chosen by the Master PAC or Sub PAC in consultation with the CPC or SPC, as appropriate, for bilingual positions and for school based positions such as Community District Superintendent Headmaster/Principal, Assistant Headmaster/Assistant Principal, ORC positions where there are bilingual programs or bilingual students. (This would best be accomplished by having 4 parents on all screening committees (1 Black, 1 White, 1 Hispanic and 1 Asian.)

Thank you for your time and consideration.

Very truly yours,

Caroline B. Playter

CBP/jlw

cc: Counsel of Record

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REC'D OFFICE OF GENERAL COUNSEL

Citywide Parents Council
59 Temple Place Boston, Mass. 02111 (617) 426-2450

August 28, 1984

Mr. Michael Betcher
General Counsel
Boston Public Schools
26 Court Street, 5th Floor
Boston, MA 02108

Dear Mr. Betcher:

The Citywide Parents Council at its regularly scheduled monthly meeting on August 27, 1984, considered and discussed the School Department's proposed modifications of the Order for Desegregation of Administrative Staff (Draft II).

A.) The Council noted and approved the following:
The Citywide Parents Council supports the statements of Attorneys Johnson and Playter concerning desegration goals for black and other minority permanent employees, hired pursuant to the proposed modifications.

B.) The Citywide Parents Council agrees to the school defendant's proposed modification to exempt certain positions, and expedite the filling of others on the following conditions:

1). that permanent positions be awarded subject to the Boston residency requirements of the Tregor legislation

2). that the CPC be given written notice of intent to form a screening committee at least 12 working days prior to the convening of that committee. (This time line would allow 5 days for identification of parents and coordination with MASTERPAC and other agencies). It would accommodate the 7 days written notice requirement to screening committee members incorporated in the proposed modifications submitted by the school department

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A multi-cultural parents organization monitoring quality, desegregated education

3). the CPC insists that four (4) parents be included as part of any screening committee membership. In screenings for bilingual positions, one of the four parents must be bilingual and approved by the MASTERPAC.

Sincerely,

Lucille M. Koch

Lucille M. Koch
Executive Director

LK:rs

xc: CPC Members
Counsel of Record
Marty Walsh

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AS OF JUNE 26, 1984

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ADMINISTRATIVE POSITIONS

	White	Black	Hispanic	Asian American	American Indian	TOTAL
ACTING	249 66.93%	96 25.81%	18 4.84%	8 2.15%	1 .27%	372 100%
PERMANENT	251 76.29%	66 20.06%	9 2.74%	3 .91%	0 0%	329 100%
TOTAL	500 71.33%	162 23.11%	27 3.85%	11 1.57%	1 .14%	701 100%
				39 5.56%		

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ACTING POSITIONS

	White	Black	Hispanic	Asian American	American Indian	TOTAL
Central	93 63.70%	40 27.40%	8 5.48%	5 3.42%	0 0%	146
Dept.Heads/Reg. Develop.Officers (School-Based)	109 79.56%	22 16.06%	2 1.46%	3 2.19%	1 .73%	137
Guidance Coun-selors	4 36.36%	5 45.46%	2 18.18%	0 0%	0 0%	11
Headmasters/ Principals	5 45.46%	5 45.46%	1 9.08%	0 0%	0 0%	11
Asst.Hdmstrs./ Asst.Princ.	18 45%	17 42.50%	5 12.50%	0 0%	0 0%	40
Other Admin-istrators (Program Dir. Clinical Co-ordinators, etc.)	20 74.07%	7 25.93%	0 0%	0 0%	0 0%	27
	249 66.93%	96 25.81%	18 4.84%	8 2.15%	1 .27%	372 100%

CERTIFICATE OF SERVICE

I, Henry Dinger, hereby certify that I have this date served the attached document upon the parties by causing to be delivered in hand or by causing to be mailed, postage prepaid, a copy thereof to Counsel of Record:

See attached list

October 11, 1984
Date

Henry Dinger/mgH
Henry Dinger
Goodwin, Procter and Hoar
28 State Street
Boston, Massachusetts 02108
Tel. (617) 523-5700

UNITED STATES DISTRICT COURT

DISTRICT OF MASSACHUSETTS

TALLULAH MORGAN ET AL.,
Plaintiffs,

v.

RITA WALSH-TOMASINI ET AL.,
Defendants.

CIVIL ACTION
NO. 72-911-G

MEMORANDUM AND ORDER ON ADMINISTRATOR SCREENING AND RATING PROCEDURES

November 26, 1984

GARRITY, J.

Upon consideration of the "School Defendants' Motion to Modify Administrator Rating and Screening Procedures" filed October 11, 1984 with the consent of the plaintiffs and plaintiff-intervenor, and the comments of Boston Teachers Union filed October 19, 1984, and after hearing on October 26, 1984, it is ORDERED that the school defendants' proposal, to the extent that it is contained in a memorandum from Equal Opportunity Senior Officer Barbara E. Fields to Superintendent Spillane dated August 29, 1984 ("Fields memorandum") as amended by a memorandum from Spillane to the Boston School Committee dated September 21, 1984, and as further amended by the provisions of this order, be adopted as an order of the court.

The proposal of the school defendants is hereby modified in the following manner:

(1) The number of "non-academic" positions exempted in Section A of the Fields memorandum from the screening and rating process shall be reduced by deleting from that category those listed as "(b) Facilities Management and Food Services and (c) Transportation and Records Management Units in the Department of Implementation." These positions shall be included in the list of positions on page 6 of the Fields memorandum which are subject to the full screening and rating process and shall in all ways be treated identically with comparable "academic" positions.

(2) The number of teachers on both the School-Based Screening Committee and the Central/District Screening Committee, as shown on page 9 of the Fields memorandum, shall be increased from one to two. The teachers shall be selected by the Boston Teachers Union ("BTU") in such a way as to enhance the racial composition of the Screening Committee.

(3) The headmaster or principal position on the School-Based Committee shall be filled by a person selected by the Boston Association of School Administrators and Supervisors in such a way as to enhance the racial composition of the Screening Committee.

(4) Add the following on page 5, at the end of the first full paragraph:

> In order to attain this goal the appointment of Other Minorities will be made at the rate of at least one out of three. If this goal cannot be reached by January 1986, the one to three hiring ratio will continue until the goal has been met.

The first modification, concerning the elimination of the exemption for certain "non-academic" positions is necessary to preserve open parent and community participation in the selection of administrators whose responsibilities, contrary to the assertions of the school defendants, substantially and directly affect the quality and equality of services to the students in the Boston public schools. Conversely, the relatively small number of positions hereby added to the process will not significantly increase the likelihood of a recurrence of a backlog in the future.

The second modification concerning the number of teachers on the committees was urged by the Boston Teachers Union. The court agrees that two teacher-members are necessary to preserve the balance of representation among the various parties which has existed since the court adopted the "Leftwich Plan" by its order of February 24, 1976. The third modification merely incorporates an uncontested clarification of the proposal to which the parties agreed in open court.

The final modification represents the first and third sentences of the amendment proposed in the second memorandum from Fields to Spillane dated September 21, 1984, to which no party has objected. The BTU objected to the adoption of the second sentence of the second Fields memorandum concerning the maintenance of the percentage of other minority administrators in the event of layoffs as being unsupported by findings of discrimination against other minorities and therefore impermissible under the holding of Firefighters Local #1784 v. Stotts, 1984, 104 S.Ct. 2576. Accordingly, as stated in open court, a decision on this issue will be deferred until the court can consider the arguments and offer of proof to be submitted by the Boston Teachers Union pursuant to a separate order issued concurrently herewith.

W. Arthur Garrity, Jr.
United States District Judge

UNITED STATES DISTRICT COURT

DISTRICT OF MASSACHUSETTS

TALLULAH MORGAN ET AL.,
Plaintiffs,

v.

RITA WALSH-TOMASINI ET AL.,
Defendants.

CIVIL ACTION
NO. 72-911-G

PROCEDURAL ORDER

November 26, 1984

DOCKETED

GARRITY, J.

The Boston Teachers Union ("BTU") has objected to an amendment to the modifications of the administrator screening and rating procedure proposed by the school defendants, which would require that "[i]f there is a reduction in force or layoffs, the percentage [of administrative positions held by other minorities] attained will be maintained." At the hearing the BTU requested that it be allowed to offer evidence and argue that the proposed amendment is prohibited by the Supreme Court's recent decision in Firefighters Local #1784 v. Stotts, 1984, 104 S.Ct. 2576.

Therefore it is ordered that the BTU make an offer of proof by way of affidavits and exhibits and submit a brief in support of its objection on or before December 5, 1984. Other parties may respond on or before December 19, 1984.

W. Arthur Garrity, Jr.
United States District Judge

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December 4, 1984

HAND FILED

Mr. George F. McGrath, Clerk
United States District Court
U.S. Post Office & Court House
Room 1525
Boston, MA 02109

Re: Tallulah Morgan, et al.
vs: Rita Walsh-Tomasini, et al.
Civil Action No. 72-911-G

Dear Mr. McGrath:

Enclosed for filing in the above-entitled matter please find the Memorandum In Support Of The Objection Of The Boston Teachers Union To The School Defendants' Motion To Modify Administrator Rating And Screening Procedures and Affidavit of Edward J. Doherty In Support Of Intervenor Boston Teachers Union Local 66 AFT, AFL-CIO's Opposition To Proposed Amendment Concerning Layoffs Of Other Minority Administrators.

Your cooperation in this matter is appreciated.

Very truly yours,

James T. Grady

James T. Grady

JTG/RLH

Enclosures

cc: Robert Blumenthal, Esquire ✓
Steven Perlmutter, Esquire
Caroline Playter, Esquire
Robert Bohn, Esquire
Marshall Simonds, Esquire
Richard W. Coleman, Esquire
Larry L. Johnson, Esquire

UNITED STATES DISTRICT COURT
DISTRICT OF MASSACHUSETTS

TALLULAH MORGAN, et al.,
Plaintiffs
v.
RITA WALSH-TOMASINI, et al.
Defendants

C.A. 72-911-G

STATE DEFENDANTS' MOTION TO MODIFY ORDER TO FILE UNIFIED FACILITIES PLAN

Defendant Massachusetts Board of Education ("the State Board") moves this Court to modify its Order to File Unified Facilities Plan of November 2, 1984 by deleting the first and last sentence in paragraph one of said Order, and inserting in place of the first sentence the following:

> A Unified Facilities Plan (UFP) shall be filed no later than thirty days after the court has ruled on (a) any motions to modify outstanding assignment orders that the parties may file, and (b) any proposals to modify outstanding assignment orders that may be presented by the court.

School defendants and city defendants, who together with the State Board are charged with the development and filing of the UFP, have assented to the above motion.

In support of said motion, the State Board files the attached Memorandum.

Respectfully submitted,

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Robert H. Bohn, Jr./RHB

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DATE: December 20, 1984

UNITED STATES DISTRICT COURT
DISTRICT OF MASSACHUSETTS

TALLULAH MORGAN, et al.,
Plaintiffs
v.
RITA WALSH-TOMASINI, et al.
Defendants

C.A. 72-911-G

MEMORANDUM IN SUPPORT OF MOTION TO MODIFY ORDER TO FILE UNIFIED FACILITIES PLAN

In its Memorandum and Orders Modifying Desegregation Plan of May 6, 1977, and in subsequent orders, most recently its Order to File Unified Facilities Plan of November 2, 1984, the Court has directed school defendants, city defendants and the State Board (the Joint Planners) to prepare and file a document that addresses long-range proposals for the construction, renovation and closing of school buildings in the Boston Public School system. This document is referred to as the Unified Facilities Plan, or UFP. While some progress has been made in past years toward satisfying the Court's facilities orders, such as the joint submission and approval of a school closings proposal in the

Spring of 1981, the Court's requirement that the UFP be "entire", contained in its Further Memorandum and Order as to Unified Facilities of August 15, 1979, has not been satisfied.

In May of 1984, the Joint Planners initiated a new effort to reach agreement on a comprehensive facilities plan that would satisfy outstanding Court orders. This effort was intensified after the hearing of October 26, 1984, at which the Court ordered the Joint Planners to file a completed plan by December 15, 1984. (The filing date was later changed to December 20.) Progress has been substantial over the past weeks, and the Joint Planners continue to meet in an effort to produce a UFP. The Court's deadline has arrived, however, and we must report that final agreement has not been reached.

The present motion, which seeks postponement of the UFP deadline until thirty days after the Court has ruled upon assignment modification proposals that either it or the parties may offer, attempts to sustain the momentum of current negotiations, and to allow for critical facilities decisions to be made in the appropriate sequence.

This motion should be considered in the context of both the real progress toward completion of a UFP that has been made to date, and the significant issues yet to be resolved. Negotiations to date have resulted in the following essential elements of the ultimate plan:

1) A building profile has been completed of every Boston Public School facility currently in operation, identifying the alteration and repair needs of each building and the cost of each project.

2) A preliminary analysis of this profile has indicated that the total cost of all such projects is approximately $55 million, of which approximately $30 million is eligible for reimbursement under the Massachusetts School Building Assistance program, Mass. St. 1948, c. 645, as amended.

3) City defendants have made a commitment to subsidize those projects eligible for state reimbursement over an eight-year period.

4) Negotiations have commenced around the creation of an eight to ten-year schedule for school improvement projects that will identify, on an annual basis, the order in which projects are undertaken.

At the same time, the following issues have yet to be addressed:

1) The mechanism for funding those projects estimated to cost a total of $25 million, that are not eligible for state reimbursement.

2) The mechanism for funding the removal and replacement of asbestos materials in all school facilities, estimated to cost up to $40 million.

3) The mechanism for funding the provision of barrier-free access for handicapped persons to all school facilities, estimated to cost up to $25 million.

4) An expansion of school defendants' annual alteration and repair budget, currently set in accordance with Mass. St. 1982, c. 190, §2.

5) The appropriate method for funding renovations of the White Stadium athletic facility, estimated to cost $3 million.

6) The preparation of a comprehensive schedule of new construction projects. To date, school and city defendants have proposed only the construction of a new Latin School/Latin Academy facility, for which city defendants have committed $35 million. A justification of this project in terms of its impact on desegregation has yet to be provided.

7) The preparation of a comprehensive schedule of renovation projects necessitated by any changes in facilities use required by proposals to modify the student assignment process that are ultimately adopted by the Court.

8) The preparation of a comprehensive list of school closings that eliminates unnecessary excess capacity at all levels of the school system.

9) An analysis of all facilities proposals that insures both the enhancement of desegregation and an equitable spreading of benefits and burdens among all members of the Boston Public School community.

Each of the above nine items must be addressed before any facilities plan can be considered "entire". At the same time, closure cannot be reached on these items, particularly the final four, until proposals for modifying the student assignment process have been acted upon by the Court. The relation of possible assignment modifications to school closings is especially critical, since school improvement budget projections will be reduced, and school improvement schedules will be revised, once school closing proposals have been made.

The State Board shares the Court's disappointment that these issues have not been resolved to date. It is especially disappointing that school defendants have waited until the eleventh hour to propose modifications in the assignment process, particularly in light of the clear directives contained at Sections VI(B)(5) and IX(B) of the December 23, 1982 Orders of Disengagement. We agree, however, with the intentions of school defendants to provide for public hearings before proposals to close specific schools are finally adopted.

The motion for modification that the State Board has presented will allow for an orderly and expeditious resolution of these outstanding issues. It will permit the school defendants to hold public hearings on school closings within the next few weeks. It will allow all parties to be heard on proposed assignment modifications, and for the

Court to rule on said proposals. And it will maintain an appropriate deadline within which the Joint Planners must conclude their negotiations.

Adoption of the present motion would be consistent with the Court's longstanding concern for ensuring that parents have the opportunity to be heard during the process of developing school closing proposals. The State Board notes in this regard that the original UFP submission was rejected by the Court in 1978 in part to allow for such input, and that public hearings preceded the filing of proposals to close schools in December 1979 and March 1981. Further, the granting of this motion, together with timely action upon proposals for assignment modifications, will in no way delay the implementation of the UFP finally adopted by the parties and approved by the Court. Evidence on this last point is provided by the process of identifying and implementing school closings during the Spring and Fall of 1981. Finally, action upon proposals for modifications in the student assignment process, followed within thirty days by the filing of a UFP, will permit the Department of Implementation to provide the most accurate analysis of the anticipated impact of the UFP, as called for at section 9(d)(4) of the Memorandum and Orders Modifying Desegregation Plan dated May 6, 1977.

By its comments at the hearing of October 26, 1984, the Court made it clear that proposals for modifying the student assignment process would be forthcoming, from the bench if not from the parties. The anticipation of these proposals, and the impact that they might have upon facilities planning, have not inhibited the Joint Planners in their efforts to achieve as much progress on the UFP as possible. The filing of the present motion similarly will not impede ongoing discussions. For its part, the State Board is prepared to see the UFP negotiating process through to completion. Without intending to delay the Court's plan to have final facility orders in place by June 1985, and in the hopes of guaranteeing the most appropriate sequence for concluding present negotiations, the State Board urges the adoption of its motion.

Respectfully submitted,

Robert H. Blumenthal

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DATE: December 20, 1984

UNITED STATES DISTRICT COURT
DISTRICT OF MASSACHUSETTS

* * * * * * * * * * * * * * * *

TALLULAH MORGAN, ET AL.,

Plaintiffs,

v.

RITA WALSH-TOMASINI, ET AL.,

Defendants.

* * * * * * * * * * * * * * * *

CIVIL ACTION
NO. 72-911-G

SCHOOL DEFENDANTS' MOTION TO MODIFY STUDENT ASSIGNMENT PLAN

The School Defendants move this Court to approve the following proposed modifications to the outstanding student assignment orders.

1. The May 10, 1975 Student Assignment Plan shall be amended by adding the following language after the first sentence of the first full paragraph on page 2: "provided, however, that beginning with the 1985-1986 school year the city defendants shall be permitted to consolidate school districts for administrative purposes and to designate a single Community Superintendent to be the chief school officer for each consolidated district."

Rationale: The substantial enrollment decline in the Boston Public Schools has brought about the situation where a single administrator can effectively manage more than one community district. The School Defendants seek leave to consolidate

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districts for administrative purpose. This request does not seek to consolidate districts for student assignment purposes, except to the extent that (i) other proposals seek to create an experimental district for assignment purposes in districts 3 and 4, and (ii) School Defendants seek to make cross-district desegregative assignments to a middle school in East Boston, if the Court approves the transfer of such a School to the facility currently housing the Umana School.

2. The August 12, 1977 Memorandum and Orders as to Kindergarten Desegregation shall be amended to include a new paragraph 3(c) on p. 9 to read: "Any kindergarten student may, at the election of such student's parents, attend kindergarten at that student's geocoded school for grades 1-5."

Rationale: Under current assignment orders, children are frequently assigned to one school for kindergarten and another for grades 1-5. For reasons of educational continuity, the School Defendants believe that kindergarten students should have the option of attending their 1-5 school for kindergarten as well. This proposal will have a positive, albeit modest, effect on desegregation, since the typical child in this situation will be of an overrepresented race in the sending school and an underrepresented race in the receiving school.

3. The May 10, 1975 Student Desegregation Plan shall be amended by adding at the end of the paragraph carrying over from page 46 to page 47 the following sentence: "No regular education student applying for a seat in a community district high school

may be assigned to a magnet high school, unless the student's parents (or the student him or herself, if over 18) agree to such assignment."

Rationale: The overenrollment in the community district high schools which in 1975 necessitated the paradox of forced magnet assignments is no longer as significant in 1984 and can be expected to diminish further over the next five years. In light of this trend, the School Defendants believe that it is possible to maintain enrollments at the magnet high schools within the constraints set forth in the outstanding orders without such involuntary assignments. Increasing the voluntary enrollment at district high schools will operate to strengthen those schools. Increasing the number of students permitted to attend the school of their choice can only serve to stabilize the system and to increase student and parental satisfaction with the system. Allowing this modification will further one of the principal purposes of the district schools to "enable parents and students to plan a coherent sequence of learning experiences within an identifiable series of schools that culminate in Community District High Schools." Student Desegregation Plan, May 10, 1975, at p. 1.

4. The rules governing computation of desegregation standards and the determination of compliance shall be modified by adding the following language at the end of page 78 of the May 10, 1975 Student Assignment Plan:

> In computing the applicable citywide and district racial percentages, the following students will not be counted:

(a) bilingual students,

(b) substantially separate special needs students,

(c) examination school students,

(d) students attending the Hernandez School or any comparable school.

In determining applicable district racial percentages, students attending magnet schools shall not be counted. In computing whether a particular school complies with applicable numerical standards, neither bilingual students nor substantially separate special needs students shall be counted.

Rationale: Logically, the racial percentages set forth in a desegregation plan should reflect the demographics of the population of students whose assignments are made primarily for purposes of desegregation. This proposal makes the counting rules consistent with this premise by excluding from the computation: those students whose assignments are governed less by desegregation factors and more by program location factors, those students who will not, for the most part, be available for desegragative assignments because of special programatic needs and those students who attend schools subject to special compliance standards.

Bilingual and substantially separate special education students have been individually assigned since 1975. It does not make sense to count them either in computing desegregation standards or in determining compliance. The examination schools and the Hernandez School operate under different numerical standards for desegregation from other schools. Counting students attending these schools in computing citywide and district percentages skews the standard for the other schools because those students are disproportionately unavailable for assignment to those other schools. Accordingly, they should not be counted in determining the desegregation standards applicable for such other schools.

The determination of district percentages has always been skewed by counting students attending magnet schools even though those students are unavailable for assignment to the district schools. Again, since the applicable percentages for magnet schools necessarily differ from the district percentages, magnet students are disproportionately unavailable for district assignments. As a result, these students should not be included in computing district percentages.

5. The School Defendants shall be permitted to make Madison Park High School the primary academic home for students wishing to pursue vocational education offering at the Humphrey Occupational Resource Center. The half-day program currently in effect will be phased out. The major thrust, on a phased-in basis of Madison Park High School shall be vocational education. Students presently utilizing the half-day program at the Humphrey Center may continue to do so from their present high schools or they may transfer to Madison Park High School in September 1986.

Nonvocational education students at Madison Park High School may continue at the school or may apply for other high schools on a first priority (but not absolute priority) basis. The Music

Magnet Program shall continue at Madison Park High School. Further, Madison Park High School may recruit nonvocational education students to the school whose presence would bring the school closer to compliance with desegregation standards. The school system shall have the right, however, to reconsider the maintenance of a comprehensive high school component at Madison Park High School in future years.

Rationale: The half-day linkages between the ORC and all other schools have not been successful. The reasons for this lack of success have been the programmatic contortions imposed upon both the student's home school and the students themselves from the daily commute to the ORC and from the logistical difficulties and daily disruptions involved in transporting students to the ORC. This proposal remedies this situation by making nearby Madison Park High School the academic home for students enrolled in programs at the Humphrey Center.

6. The May 10, 1975 Student Desegregation Plan shall be amended by adding at the end of page 49 the following language: "Beginning in the 1986 school year the School Defendants may make grade six an entrance level to the three examination schools and beginning in the 1987 school year the School Defendants may eliminate grade seven as an entrance level to the three examination schools and grade ten as an entrance level to Boston Technical High School."

Rationale: Under current rules, Boston Public School students must make the transition from elementary to middle school before applying to the examination schools and must take the SSAT, obtain a satisfactory grade point average, and go through the application procedures during that often difficult transitional period. Private school students, who are typically enrolled in K-6 or K-8 programs, do not face these disadvantages. This proposal is designed to remove this disadvantage of public school students while, in the process, conforming the examination school grade structure in at least one important respect to the grade structure in the rest of the system.

The impact of this proposal on desegregation will be small but positive. By reducing the number of high school seats in the examination schools, the disproportionate desegregation standards which operate in the examination schools will have a correspondingly reduced impact on desegregation at the high school level. In theory at least, this proposal will also increase the pool of students available for district and other magnet high school assignments.

7. Students currently enrolled at the Umana School will be permitted to transfer to Technical High School without reference to an examination or ranking. The Umana School shall become the site for a middle school in District 8. The School Defendants shall be permitted to make desegregative assignments to the middle school to be located at the Umana School without regard to district boundaries. The McKay School will become a K-5 school beginning September 1986.

Rationale: This proposal consolidates the enrollments of the Umana School and Technical High School. This consolidation will enhance the system's ability to provide an advanced science-oriented program to qualified students. This proposal also results in a suitable (and larger) facility being available for a middle school in East Boston. Since the transfer of Umana students will result in a loss of a group of minority students currently attending school in East Boston, the School Defendants seek leave to assign out-of-district students to the middle school to be located at the Umana School to maintain a comparable level of desegregation in that part of the City.

8. The School Defendants may expand the program currently at the Hernandez School, and may further expand the program by the addition of a suitable middle school component. Such expansions may be in languages other than Spanish.

Rationale: There is a general sense that the bilingual/bicultural model in effect at the Hernandez School is worthy of expansion, including a possible expansion to the secondary school level. At the same time, the School Defendants recognize the concern that extensive replication of that program in a large number of schools creates the risk of an essentially separate sub-system within the Boston Public Schools. This proposal seeks to balance these two perspectives by requesting leave for a modest expansion of the Hernandez School program, possibly by transferring it to a larger school and/or by adding a middle school component. The School Defendants seek leave to explore introducing bilingual/bicultural programs in languages other than Spanish.

9. The May 10, 1975 Student Desegregation Plan shall be amended by adding at the bottom of p. 79 two new paragraphs:

> Notwithstanding the foregoing, each school may fill a small number of reserved seats (with the number determined by school capacity as set forth below) with students whose presence in the school enhances or brings the school closer to compliance with the applicable racial/ethnic percentages. Students may be assigned to fill such seats without regard to their geocode or district, provided, however, that the transfer of any student currently enrolled in a Boston Public School shall not have a negative impact on the compliance of the sending school with numerical desegregation standards. All such assignments shall be subject to approval by the Senior Officer for Desegregation.
>
> The number of seats which a particular school can fill in accordance with the previous paragraph is determined as follows: Schools with capacities under 200 may reserve 10 seats. Schools with capacities between 200 and 500 may reserve 20 seats. Schools with capacities between 501 and 1000 may reserve 40 seats. Schools with capacities above 1000 may reserve 60 seats. Elementary schools may reserve an additional 5 kindergarten seats. The Senior Officer for Desegregation may permit the designation of additional reserve seats in District 8.

Rationale: This proposal is intended to encourage principals, faculty and parent councils to seek out students whose enrollment would enhance desegregation, and, in furtherance of that end, to develop innovative educational programs designed to attract those students. One hope is that these incentives will promote the development of innovative educational programs which will (i) promote desegregative transfers across geocode and district lines and (ii) encourage parents of non-public school children to try the Boston Public Schools. In addition, the School Defendants believe that the internal competition among public schools may be healthy and will provide useful information pertinent to future facilities decisions.

10. The May 10, 1975 Student Assignment Plan shall be amended by adding a new paragraph after the first paragraph on p. 72:

> In order to preserve ethnically integrated neighborhoods, the following special assignment rules shall apply. The Department of Implementation, after consultation with the other parties, shall designate those schools which are located in ethnically diverse areas of the city. For each such school, the Department of Implementation shall identify a racially mixed contiguous recruitment area. The staff at such schools may recruit students from such area and such students may be assigned to the school, subject, however, to capacity constraints and to the numerical desegregation standards. The Senior Officer for Desegregation must approve any such assignment.

Rationale: One of the stated goals of the May 10, 1975 Student Assignment Plan was to avoid "dividing neighborhoods that are ethnically integrated." Id. at 72. This proposal seeks to enhance the possibility for families living in integrated neighborhoods to utilize local schools for their children. The desirability of integrated neighborhood schools seems self-evident. They not only respond to the desire of parents for local schools; they may also help stabilize those neighborhoods which are ethnically mixed.

The proposal would permit schools located in integrated areas to use available space for local children. subject, of course, to the racial percentage requirements of outstanding court orders applicable to that school. In addition, this proposal is similar to the previous one insofar as it fosters a healthy competition among the Boston Public Schools by rewarding success in attracting a racially diverse student body.

Respectfully submitted,

THE SCHOOL DEFENDANTS

By their attorneys,

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Dated: December 20, 1984

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12/20/84

UNITED STATES DISTRICT COURT
DISTRICT OF MASSACHUSETTS

* * * * * * * * * * * * * * * * * *

TALLULAH MORGAN ET AL.,
Plaintiffs,

v.

RITA WALSH-TOMASINI ET AL.,
Defendants.

* * * * * * * * * * * * * * * * * *

CIVIL ACTION
NO. 72-911-G

SCHOOL DEFENDANTS' PROPOSAL FOR REVISED STUDENT ASSIGNMENT STANDARDS AND PROCEDURES IN A CONSOLIDATION OF CURRENT DISTRICTS THREE AND FOUR

The School Defendants hereby submit to the Court a proposal (attached to this motion as Exhibit A) for a revised student assignment procedure to take place in a consolidation of community districts three and four (the "Consolidated District"). They move this court to adopt this proposal, subject, however, to two qualifications which may prompt the School Defendants to submit revisions to the attached version of the proposal.

The first qualification pertains to school closings in the Consolidated District. At its meeting last night, the School Committee voted to approve a system-wide reduction of 1,000 seats. However, the School Committee is committed to holding public hearings prior to approving the closing of any particular school. The Committee intends to identify whatever schools are to be closed by the end of January. Since there is currently no authorization for school closings, the precise delineation of enrollment areas is not possible. The attached proposal is offered with no school closings. However, the School Committee has approved the contiguous enrollment area approach in principle and the School Defendants will present a revised list of schools in the Consolidated District, together with their enrollment areas, by the end of January.

The second qualification stems from uncertainties regarding the impact of this proposal on desegregation in the Consolidated District. Whatever schools are included in the District, a number of enrollment areas will be racially identifiable. The success of this proposal in maintaining an acceptable degree of desegregation in the District depends on the efforts of principals, faculties and parent councils -- with the aggressive support of the Superintendent and the Central Staff -- to encourage a racially mixed group of students to attend their schools. The School Defendants believe that the credible threat of closing schools which are unsuccessful in these efforts will provide a sufficient incentive for these efforts.

The School Committee believes, however, that before it gives its unqualified approval to this proposal, the School Department staff should generate information, by means of computer simulations and survey techniques, which would permit the conclusion that success in avoiding substantial resegregation is possible. The staff has been directed to generate this information during the month of January. If the results raise serious doubts about the possibility of success, the Committee reserves the right to propose modifications designed to guard against substantial resegregation or to withdraw the proposal altogether. These modifications may include special desegregation measures at problematic schools, special non-contiguous assignments to particular schools, and other techniques.

Attached to this motion as Exhibit B is a race by grade simulation of the system. The elementary school simulations in the Consolidated District (designated as "District O") represents the racial composition of the enrollment areas assuming no intradistrict transfers of regular education students. Attached as Exhibit C is a geocode matrix with explanatory tables.

Subject to the qualifications set forth in this motion, the School Defendants submit the attached proposal for the Court's approval.

Respectfully submitted,

THE SCHOOL DEFENDANTS

By their attorneys,

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EXHIBIT A

PROPOSAL FOR EXPERIMENTAL REVISION IN STUDENT ASSIGNMENT PROCEDURES IN CONSOLIDATED DISTRICTS 3 AND 4

I. Re-alignment of Districts

The Boston Public Schools will be divided for student assignment purposes into seven geographic districts and one citywide district. The composition of districts 1, 2 and 5-9 will remain as they are currently.

Current districts 3 and 4 (i.e. West Roxbury, Roslindale, Dorchester, Mattapan, Hyde Park) shall be consolidated for student assignment purposes (the "Consolidated District"). It shall be composed of the following schools.

High Schools: Hyde Park, West Roxbury
Middle Schools: Irving, Lewenberg, R.G. Shaw, Rogers, Thompson
Elementary Schools: P. Bates, Beethoven, Hemenway, Kilmer, Lee, Lyndon, Mattahunt, Mozart, Parkman, Philbrick, Sumner, Channing, Chittick, Conley, E. Greenwood, Grew, F. Roosevelt, P.A. Shaw, Taylor

II. Student Assignment Standards in the Consolidated District

A. Statement of Purpose. The purpose of these assignment procedures is to achieve a stable, desegregated assignment of students to non-magnet schools within the Consolidated District which, to the greatest extent consistent with the desegregation goals set forth herein, permits parents to choose the school which their children will attend.

B. Desegregation Standards. The desegregation standards set forth below shall constitute the goals to be attained by means of the assignment procedures and other methods identified in this proposal. A school which fails to comply with these standards shall have seats reserved for students of the underrepresented race(s), as set forth below. It shall be the obligation of the faculty, staff and parent council at any such school to take steps (such as recruitment and the development of "magnetic" programs) to attract students of the underrepresented race(s). This ability to do so successfully will be a major factor in the future of such a school, particularly if that school is located in a predominantly white neighborhood. The School Department shall devote reasonable available funds to support the efforts of such schools to achieve compliance with these standards. The applicable desegregation standards are as follows:

1. The desegregation standards for elementary schools within the Consolidated District shall be based on the students in grades 1-5 residing in the Consolidated District and attending District elementary schools.

2. The desegregation standards for middle schools within the Consolidated District are based on the students in grades 6-8 residing within the Consolidated District in which the school is located and attending District middle schools.

3. The desegregation standards for high schools within the Consolidated District are based on the students in grade 9-12 residing within the Consolidated District and attending District high schools.

4. A school within the Consolidated District containing a bilingual program may achieve compliance with desegregation standards if it would achieve compliance by not counting students enrolled in the bilingual program.

5. A school within the Consolidated District enrolling substantially separate special needs students may achieve compliance with desegregation standards if it would achieve compliance by not counting such special needs students.

6. A school within the Consolidated District achieves compliance with desegregation standards if the percentage of students of each race in the school equals the applicable standards percentage plus or minus 25%. Where appropriate, black and other minority percentages may be combined. Desegregation standards may be computed by excluding bilingual students, substantially separate special needs students and students attending citywide schools.

7. The desegregation standards for a given school year will be computed as late as possible in the spring of the prior school year. The enrollment at that time shall form the basis for that computation.

III. Student Assignment Procedures for the Consolidated District

A. Elementary Schools.

1. Enrollment Areas. Each elementary school will have a contiguous enrollment area. Every effort will be made to create enrollment areas which are racially and ethnically mixed, and compactness will be sacrificed to achieve this end. Schools

with enrollment areas which are not racially mixed will be given sufficiently small enrollment areas to permit reservation of seats for the underrepresented race(s), as set forth below.

2. Reservation of Seats. Elementary schools which have not yet achieved compliance with applicable desegregation standards shall reserve seats for students of the underrepresented race(s).

3. Application and Assignment Process. Parents of children entering the Boston Public Schools at the elementary level and living within the Consolidated District will be permitted to express their choice for either any elementary school in the District or a magnet elementary school. The following rules govern action on such applications.

a. A child is guaranteed a seat in his or her enrollment area school from kindergarten through grade five. However, such a child is not guaranteed transportation to the contiguum school if he or she moves out of the enrollment area, unless such child's presence is racially beneficial.

b. A child is guaranteed a seat (with transportation if the child is otherwise eligible) in any other school within the Consolidated District if, but only if, the presence of that child brings the receiving school closer to compliance with applicable desegregation standards.

c. A child who fails to make a timely application or who applies for a school for which he or she is ineligible will be assigned to the enrollment area school, unless the parents of such child agree to a more desegregative assignment.

d. School officials shall encourage parents to accept desegregative assignments in the Consolidated District and shall cooperate with individual schools in efforts to recruit students for such assignments.

e. If any school within the Consolidated District is oversubscribed, selection of students shall be made by computerized lottery subject to the applicable desegregation standards. Siblings of existing students of the appropriate racial/ethnic group will be given first preference. Students of the appropriate racial/ethnic group residing in the same district as the school will be given second preference. All other students will be given third preference.

f. The Consolidated District may designate one school as a district magnet which will be open to all residents of the Consolidated District.

4. Transfers of non-entry level students. A non-entry level elementary school child may apply to attend any elementary school within the Consolidated District in addition to his or her

enrollment area school and will be assigned to that school (with transportation if the child is otherwise eligible) if, but only if: (i) the presence of that child brings the receiving school closer to compliance with applicable desegregation standards, and (ii) there is a seat available in the receiving school.

B. Middle Schools

1. Enrollment Areas. The enrollment area of each middle school shall be a combination of elementary school enrollment areas within the Consolidated District selected to provide a diverse racial/ethnic student body.

2. Reservation of Seats. Middle schools which have not yet achieved compliance with applicable desegregation standards shall reserve seats for students of the underrepresented race(s).

3. Application and Assignment Process. Parents of children entering grade six and living within the Consolidated District will be permitted to express their choice for either any middle school within the Consolidated District or a magnet middle school. The following rules govern action on such applications:

a. A child is guaranteed a seat through grade eight in the middle school for the enrollment area in which he or she resides. However, such a child is not guaranteed transportation to that school if he or she moves out of that enrollment area unless such child's presence is racially beneficial.

b. A child is guaranteed a seat through grade eight (with transportation, if the child is otherwise eligible) in any other middle school within the Consolidated District if, but only if, the presence of that child brings the receiving school closer to compliance with applicable desegregation standards.

c. A child who fails to make a timely application or applies for a school for which he or she is ineligible will be assigned to the middle school for his or her enrollment area, unless the parents of such child agree to a more desegregative assignment.

d. School officials shall encourage parents to accept desegregative assignments and shall cooperate with individual schools in efforts to recruit students for such assignments.

e. If any school is oversubscribed, the procedures set forth in section III(A)(3)(e) shall apply.

4. Transfers of Non-Entry Level Students. A non-entry level middle school student may apply to attend any middle school within the Consolidated District in addition to the school for his or her enrollment area and will be assigned to that school (with transportation if the student is otherwise eligible) if, but only if: (i) the presence of that student brings the receiving school closer to compliance with applicable desegregation standards, and (ii) there is a seat available at the receiving school.

C. High Schools.

1. Enrollment Areas. The enrollment areas for high schools within the Consolidated District shall consist of combinations of middle school enrollment areas from the District, selected to provide a diverse racial/ethnic student body.

2. Reservation of Seats. If either high school within the Consolidated District has not yet achieved compliance with applicable desegregation standards, it shall reserve seats for students of the underrepresented race(s).

3. Application and Assignment Process. Parents of children entering the Boston Public Schools in the ninth grade and living within the Consolidated District will be permitted to apply for either one of the District high schools or a magnet high school. The following rules govern action on such applications.

a. A child is guaranteed a seat through grade twelve in the high school for the enrollment area in which he or she resides. However, such a child is not guaranteed transportation to this school if he or she moves out of the enrollment area unless such child's presence is racially beneficial.

b. A child is guaranteed a seat (with transportation if the child is otherwise eligible) in the other high school within the Consolidated District if, but only if, the presence of that child brings the receiving school closer to compliance with the applicable desegregation standards.

c. A child who fails to make a timely application or who applies for a school for which he or she is ineligible will be assigned to the school for his or her enrollment area, unless the parents of such child agree to a more desegregative assignment.

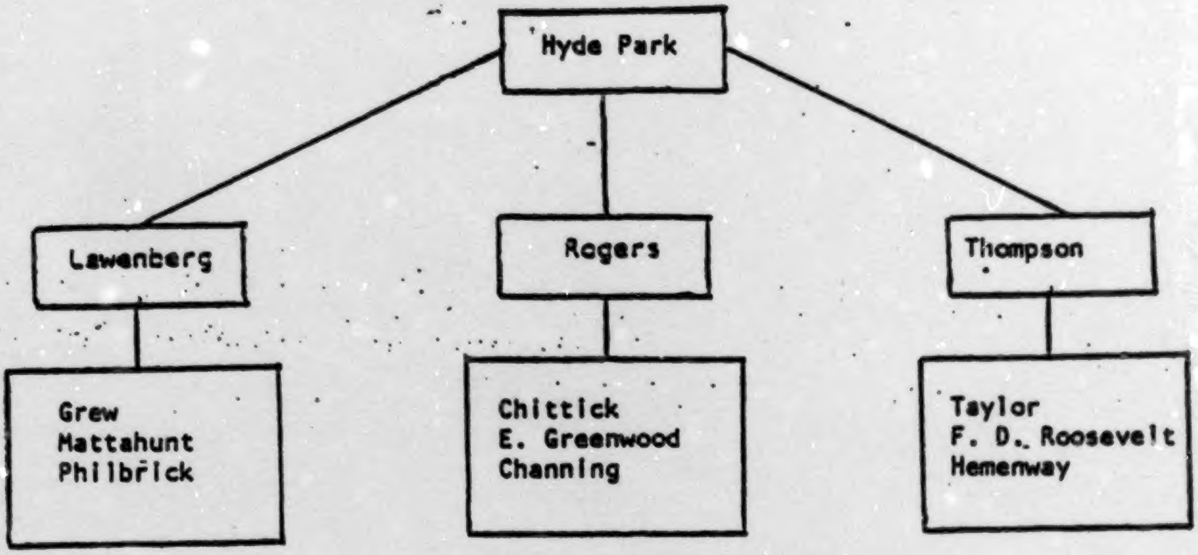
d. School officials shall encourage parents to accept desegregative assignments and shall cooperate with individual schools in efforts to recruit students for such assignments.

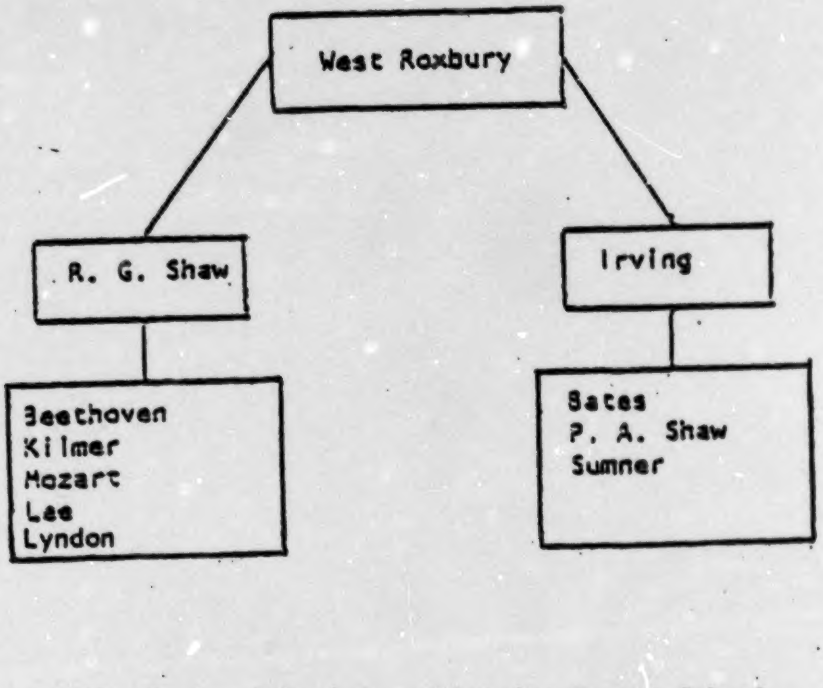
e. If any high school is oversubscribed, the procedures set forth in section III(A)(3)(e) shall apply.

4. Transfers of non-entry level students. A non-entry level high school student may apply to attend either of the Consolidated District high schools that school if, but only if: (i) the presence of that student bring the receiving school closer to compliance with applicable desegregation standards, and (ii) there is a seat available in the receiving school.

L125/J
12/20/84

Consolidated District 3 and 4 - Assignment Pattern


Hyde Park
Lawenberg
Rogers
Thompson
Grew
Mattahunt
Philbrick
Chittick
E. Greenwood
Channing
Taylor
F. D. Roosevelt
Hemenway


West Roxbury
R. G. Shaw
Irving
Beethoven
Kilmer
Mozart
Lee
Lyndon
Bates
P. A. Shaw
Sumner

Note: The Conley School is a District Magnet School

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Recerve Seats for Consolidated District 3 and 4

School	Available Seats	
Hyde Park High	50	
West Roxbury High	250	Sub Total - High 300
Irving Middle	50	
Lewenberg Middle	200	
Rogers Middle	25	
RG Shaw Middle	50	
Thompson Middle	100	Sub Total - Middle 425
Bates Elementary	50	
Beethoven Elementary	100	
Channing Elementary	150	
Chittick	50	
E. Greenwood Elementary	75	
Grew Elementary	150	
Hemenway	50	
Kilmer Elementary	50	
Lee Elementary	100	
Lyndon Elementary	75	
Mattahunt Elementary	75	
Mozart Elementary	75	
Philbrick Elementary	50	
F. Roosevelt Elementary	50	
PA Shaw Elementary	50	
Sumner Elementary	200	
Taylor Elementary	50	Sub Total - Elementary 1400
Conley District Magnet	250	Sub Total - Magnet 250
		Total Available Seats 2375

Analysis of 1984-85 Application Process

Citywide

1. Potential Applicants

Black	White	Other	Total
25584	15790	13627	55001

2. First Preference Requests*

Black	White	Other	Total
12326	3042	4122	19490

3. Percent Seeking Magnet Schools/Programs

Black	White	Other	Total
48%	19%	30%	35%

Consolidated District 3 and 4

1. Potential Applicants

Black	White	Other	Total
7677	3918	832	12427

2. First Preference Requests*

Black	White	Other	Total
3346	711	334	4391

3. Percent Seeking Magnet Schools/Programs

Black	White	Other	Total
44%	18%	40%	35%

Note: Excludes Sub.Sep. Students, Students Asking for "Present Schools," Students Not Replying

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